AGENDA
STATE BOARD OF EDUCATION

November 1, 2012
Arkansas Department of Education
ADE Auditorium
9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Mr. Jim Cooper*

Report-2 Commissioner's Report

Presenter: *Dr. Tom Kimbrell*

Report-3 Fostering Empathy in Our Schools: A Conversation Around Bullying

At a time when reports of aggression and bullying abound, educators are recognizing that social and emotional learning is as important to the success of their students as the traditional three Rs. This is the beginning of a conversation around reducing levels of aggression among school children and raising awareness of social/emotional competence and increasing empathy.

Presenter: *Dr. Tom Kimbrell, Dr. Tony Prothro, Dr. Jerry Guess and Dr. Adjoa Aiyetoro*

Consent Agenda

C-1 Minutes - October 8, 2012

Presenter: *Phyllis Stewart*

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

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

Presenter: *John Hoy and Willie Morris*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Dr. Karen Cushman and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 103 school districts covering a total of 508 teaching positions. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ron Tolson*

C-5 Progress Report on the Status of Districts Classified in Fiscal Distress

Currently, fourteen districts are classified by the State Board as being in Fiscal Distress. Department staff conducts on-site visits; reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. The fourteen districts in Fiscal Distress are Alpena, Bismarck, Brinkley, Cutter-Morning Star, Dermott, Drew Central, Hartford, Helena-West Helena, Hermitage, North Little Rock, Pulaski County Special, Strong-Huttig, West Side (Cleburne County) and Western Yell County.

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

Presenter: *Jared Cleveland and Hazel Burnett*

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board of a Written Reprimand and Fine of $50 for Case # T12-015 – Iryna S. Andrews

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Iryna Andrews for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Andrews was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, September 19, 2012, and accepted the recommendation of the Ethics Sub-committee.

Presenter: *Michael Smith*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board of a Written Reprimand and Fine of $50 for Case # 12-114 – Steven Wayne Perkins

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Steven Perkins for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Mr. Perkins was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, September 20, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board of a Written Reprimand and Fine of $50 for Case # 12-115 Susan Lane Buckner

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Susan Buckner for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Buckner was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, September 20, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

Action Agenda

A-1 Consideration of Request for Open Enrollment Charter: Exalt Academy of Pine Bluff, Pine Bluff, Arkansas

Exalt Academy of Pine Bluff is a proposed open-enrollment public charter school to be located within the Pine Bluff School District in Pine Bluff, Arkansas. The sponsoring entity on the letter of intent and charter application is Exalt Education, Inc. Grades K-3 will be served with a maximum enrollment of 540 students. The proposed site for the school is 2901 Pines Mall Dr. #527, Pine Bluff, Arkansas. The applicant has notified affected districts for this proposed public charter school. The Arkansas Department of Education (ADE) has received a letter from the Pine Bluff School District in opposition to the charter application. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

ADE staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-2 Consideration of Request for Open Enrollment Charter: KidSmart Cultural Arts Charter, Little Rock, Arkansas

KidSmart Cultural Arts Charter is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and charter application is KidSmart Educational Services. Grades K-8 will be served with a maximum enrollment of 300 students. The proposed site for the school is 3425 Baseline Road, Little Rock, Arkansas. The applicant has notified affected districts for this proposed public charter school. The Arkansas Department of Education (ADE) has received letters from the Little Rock School District and the Pulaski County Special School District in opposition to the charter application. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

ADE staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-3 Consideration of Request for Open-Enrollment Charter School: America's Charter School, Lincoln, Arkansas

America's Charter School is a proposed open-enrollment public charter school to be located within the Lincoln School District in Lincoln, Arkansas. The sponsoring entity on the letter of intent and charter application is America's Charter School-Arkansas. Grades 8-12 will be served with a maximum enrollment of 500 students. The proposed site for the

school is 303 E. Pridemore Drive, Lincoln, Arkansas. The applicant has notified affected districts for this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

Arkansas Department of Education (ADE) staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-4 Consideration of Request for Open Enrollment Charter: Northwest Arkansas Classical Academy, Bentonville, Arkansas

Northwest Arkansas Classical Academy is a proposed open-enrollment public charter school to be located within the Bentonville School District in Bentonville, Arkansas. The sponsoring entity on the letter of intent and charter application is Responsive Education Solutions of Arkansas. Grades K-12 will be served with a maximum enrollment of 685 students. The proposed site for the school is 5121 Southwest Runway Drive, Bentonville, Arkansas. The applicant has notified affected districts for this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

Arkansas Department of Education (ADE) staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-5 Consideration of Request for Open-Enrollment Charter: Premier High School of Little Rock, Little Rock Arkansas

Premier High School of Little Rock is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and charter application is Responsive Education Solutions of Arkansas. Grades 9-12 will be served with a maximum enrollment of 240 students. The proposed site for the school is 1621 Dr. Martin Luther King Drive, Little Rock, Arkansas. The applicant has notified affected districts for this proposed public charter school. The Arkansas Department of Education (ADE) has received letters from the Little Rock School District and the Pulaski County Special School District in opposition to the charter application. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

Arkansas Department of Education (ADE) staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-6 Consideration of Request for Open-Enrollment Charter: Quest Middle School of Pine Bluff, Pine Bluff, Arkansas

Quest Middle School of Pine Bluff is a proposed open-enrollment public charter school to be located within the Dollarway School District in Pine Bluff, Arkansas. The sponsoring entity on the letter of intent and charter application is Responsive Education Solutions of Arkansas. Grades 5-12 will be served with a maximum enrollment of 460 students. The proposed site for the school is 308 South Blake Street, Pine Bluff, Arkansas. The applicant has notified affected districts for this proposed public charter school. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

Arkansas Department of Education (ADE) staff reviewed the application and concerns were then mailed to the applicant for response. Copies of the application, the ADE evaluation and the written response by the applicant have been included for State Board review.

Presenter: *Mary Perry*

A-7 Consideration for Final Approval: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts

Ark. Code Ann. § 6-13-1608(f) states that a school district may not incur debt without the prior written approval of the Arkansas Department of Education (ADE) if the school district is identified by the ADE as having fewer than three hundred fifty (350) students according to the school district's average daily membership in the school year immediately preceding the current school year. ADE staff recommends that the rules be revised to include a definition of "debt." The proposed definition of "debt" can be found at Section 3.08 of the proposed rules. The State Board released the proposed rules for public comment September 10, 2012. A public hearing was held October 2, 2012. The public comment period expired October 16, 2012. The Department received no public comments pertaining to these proposed rules. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: *Jeremy Lasiter*

A-8 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

On July 9, 2012, the State Board approved for public comment certain revisions to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. During the public comment period, it became necessary to revise and clarify certain provisions of the proposed rules. Department staff revised the proposed rules to include a procedure for notification to school districts of their preliminary statuses and to allow time for school districts to review data upon which their statuses were based (See Section 13.10). The State Board released the proposed rules for public comment September 10, 2012. A public hearing was held October 2, 2012. The public comment period expired October 16, 2012. The Department received public comments pertaining to these proposed rules and a public comment matrix is attached. No changes were made to the proposed rules based upon the public comments received. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: *Jeremy Lasiter*

A-9 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules and Regulations Arkansas Compulsory Attendance Requirements

On September 10, 2012, the State Board released for public comment the proposed repeal of these outdated, superseded rules. A public hearing was held October 2, 2012, but no comments were received. Department staff respectfully request that the State Board give its final approval to repeal of these rules.

Presenter: *Mark White*

Minutes
State Board of Education Meeting
Monday, October 8, 2012

The State Board of Education met Monday, October 8, 2012, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Mireya Reith, Vicki Saviers; Toyce Newton; Dr. Tom Kimbrell, Commissioner

Absent: Joe Black and Kim Wilson

Reports

Chair's Report:

Ms. Gullett gave an update on a meeting of the National Association of School Boards with the Council of Chief State School Officers to discuss teacher preparation programs. She said a proposal would be finalized in November and presented to state education boards for adoption, much like the Common Core State Standards process.

Ms. Mahony expressed appreciation to 4H for their work in developing youth.

Commissioner's Report

There was no report from the Commissioner.

FIRST Robotics Competition

Meredith Novak, FIRST Regional Director for Arkansas, announced that more than 40 Arkansas high schools will bring students, teachers, mentors, sponsors and family members together to participate in Arkansas's inaugural FIRST® Robotics Competition (FRC) April 4-6, 2013, at Barnhill Arena on the Campus of the University of Arkansas in Fayetteville.

Ms. Novak explained the FIRST Robotics Competition is a program that challenges high school students–working with professional mentors–to design and build a robot to contend in competitions that measure the effectiveness of each robot, the power of collaboration and the determination of students. It allows teams to compete for honors and recognition that reward design excellence, sportsmanship, teamwork and more. She said teams are forming now for the 2013 build and competition season which begins January 5, 2013.

Recognition of Superintendent of the Year

Mike Mertens, Assistant Director of the Arkansas Association of Educational Administrators, and Commissioner Kimbrell recognized Dr. Greg Murry as the 2012-2013 Superintendent of the Year. Dr. Murry, superintendent in the Conway School District, will represent the state in the national competition.

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, paid tribute to the state's classroom teachers for their work in implementing the Common Core State Standards. She announced a mathematics bridge course to Algebra II would be released October 15 during the sixth CCSS institute. She also said Arkansas was partnering with five other states through SREB to develop a transition course to college algebra.

Consent Agenda

Dr. Barth moved, seconded by Ms. Reith, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the September 10, 2012, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- An Update on the Pulaski County Special School District 2011-12 School Climate Report
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Review of Loan and Bonds—Three Second Lien Bond Applications and Two Voted Applications
- Approval of the Education Service Cooperatives' Annual Reports
- Sanction for Teachers as Recommended by the Professional Licensure Board
    - Liisa Pridemore
    - Kevin Wayne More
    - Bruce Wayne Bryant
    - Felicia S. Kelly
    - Deann Mary Roberts
    - Wanda Lee Mann
    - Christie Kay Stockburger
    - Dennis Raymond Koch
    - Sheila Lorraine Mann
    - Stephanie A. Alexander
    - Debra Ann Cowart

- Shauna Catherine Andres
- Mavis Virginia Cherry

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Request for District Conversion Public Charter School Charter Amendment: Cross County School District - Cross County Elementary Technology Academy Charter School

Mary Perry, Charter Schools Program Director, presented a request from the Cross County School District to waive class size standards for grades K-6 at the Cross County Elementary Technology Academy Charter School.

Superintendent Dr. Matt McClure told the State Board that enrollment is increasing faster than anticipated. He said the district is planning to add new classrooms, but the work won't be completed until 2014-15.

Ms. Gullett moved, seconded by Mr. Ledbetter, to grant the waiver by allowing the enrollment cap in each grade to increase by five for no more than two years. The motion carried unanimously.

Consideration of Approval of ABC Grants

The Division of Childcare and Early Childhood Education (DCCECE) requested approval of three grants—two for Arkansas State University totaling $340,405.88 and one for the University of Arkansas at $102,084.00—for a grand total of $442,489.88. The grants are for services rendered last fiscal year but billed this fiscal year.

Mr. Ledbetter moved, seconded by Ms. Mahony, approval of the request. The motion carried unanimously.

Petition by the DeWitt School District to Close the Gillett Elementary School

Jeremy Lasiter, General Counsel, said on September 7, 2012, the DeWitt School District petitioned the State Board of Education for an order closing the Gillett Elementary School, an isolated campus. Mr. Lasiter said members of the Gillett community oppose the petition. He informed the State Board they could hear the petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education Rules Governing the Closing of Isolated Schools.

Superintendent Gary Wayman told the State Board he and his staff recommended last spring that Gillette Elementary be closed after this school year and those students be reassigned to the DeWitt Elementary School. However, the DeWitt school board voted 5-2 for the closure making the final decision that of the State Board.

Mr. Wayman said closing the school would save at least $134,000 and as much as $241,000 a year in the district's approximately $12 million budget. He acknowledged the district's year-end balances had increased but attributed that to cost saving measures including reducing the number of work days for some employees. Mr. Wayman said teacher salaries had not been raised in four years.

Mr. Wayman was complimentary of the 74-student school's high achievement but said the facilities that date back to 1943 will need repairs if they remain open.

Members of the Gillette community opposed the closing saying the school's small size and the relationship teachers have with students and families are key to the school's achievement.

State Board members expressed reluctance to closing a high performing school. Ms. Mahony questioned whether parents in DeWitt were notified they could send their children to Gillette.

Gillette Principal Vicki Reed said board policy allowed families to choose schools but that option had not been advertised.

Mr. Wayman said he wasn't sure such transfers were legal given Gillette Elementary was an isolated school and eligible for extra state aid of $1,000 per student.

Mr. Ledbetter urged the district and the Gillette community to explore all options to mitigate the cost of operating a school that is performing well and has community support. He said he didn't want to put DeWitt School District in fiscal distress but wanted to see if there was some way to coexist.

Ms. Mahony moved, seconded by Ms. Newton, to deny the request to close Gillette Elementary and to direct the Arkansas Department of Education to work with the district to explore options. The motion carried five to two in a roll call vote.

Yeas—Mahony, Ledbetter, Newton, Reith and Barth
Nays—Saviers and Gullett

Consideration of Committee Recommendations for Textbook Adoptions

The Division of Learning Services, Curriculum and Instruction Unit, requested approval of committee recommendations of the K-8 math textbook adoption list, 9-12 math textbook adoption list and K-12 health and PE adoption list.

A representative of Carnegie Learning asked the State Board to amend the committee's recommendation and include Carnegie's grades 6-8 mathematics textbooks and instructional materials. He said the textbook selection committee approved Carnegie's bid for high school math textbooks and materials earlier this year.

Thomas Coy, mathematics curriculum specialist, said the committee, comprised of teachers, was formed in May and developed criteria to score various bids for textbook

companies. He noted the careful work of the committee and asked the Board to support their recommendation.

Dr. Barth moved, seconded by Ms. Reith, to accept the committee's recommendation as proposed. The motion carried. Ms. Mahony voted no.

Hearing on Waiver Request for Certified Teacher License – Kevin Baer

Katherine Donoven, legal counsel for the Professional Licensure Board, said Kevin Baer was requesting a waiver of his 1999 disqualifying conviction for Public Sexual Indecency, a class "A" misdemeanor, in order to renew his Arkansas teaching license. Mr. Baer's record had been sealed and expunged.

Mark Jesse, legal counsel for Mr. Baer, said his client had been employed in higher education since the disqualifying conviction.

Mr. Ledbetter moved, seconded by Ms. Reith, approval of the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Nicole Francis

At the request of Ms. Francis, this item was postponed.

Hearing on Waiver Request for Certified Teacher License – David Yarbrough

Ms. Donoven reported that David Yarbrough applied for renewal of his license December 13, 2010. His license renewal application was denied because of his February 27, 2011, conviction for felony theft of property from the Guy-Perkins School District for misappropriation of band booster funds and district activity funds while he was the music director. On May 16, 2011, the State Board heard his request for a waiver and denied his waiver request but left open the possibility for Mr. Yarbrough to appear again to request a waiver at a later date. On August 9, 2012, Mr. Yarbrough filed a new application for renewal of his license and requested the State Board of Education grant his waiver.

Ms. Gullett moved, seconded by Ms. Saviers, approval of the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On June 11, 2012, the State Board of Education released for public comment proposed new Rules Governing Educator Licensure. On August 13, 2012, the State Board approved and released for a second public comment period a revised version of the proposed rules. Public hearings were held July 11 and September 6, 2012, and a total of 264 oral and written comments were received. In response to the comments, the

Department proposed a significant number of revisions to the proposed Rules.

The State Board was requested to give its final approval of the proposed new Rules, as revised.

Ms. Mahony moved, seconded by Ms. Saviers, approval. The motion carried unanimously.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Addition of Areas of Licensure or Endorsement (A-9)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Initial and Standard/Advanced Level School Administrator Licensure (A-10)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (A-11)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Licensure of Speech Language Pathologists by the State Board of Education (A-12)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Requirements And Procedures For Renewing A Standard/Professional Arkansas Teaching License (A-13)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity (A-14)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive School Days During a School Year and for Granting Waivers (A-15)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment June 11, 2012, and a public hearing was held July 11, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Waivers for Substitute Teachers (A-16)

The substantive provisions of these rules have been incorporated into the proposed

new Rules Governing Educator Licensure. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Regulations Governing the Common Core System (A-17)

These Rules were approved by the State Board February 9, 1998. Since that time, they have been superseded by new statutes and by other Department rules, in particular the Standards for Accreditation of Arkansas Public Schools and School Districts. Although these Rules use the term "Common Core," they are not related to the Common Core State Standards. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules and Regulations Governing Special Education Expenditure Requirements (A-18)

These Rules became effective November 13, 1997. Since that time, the Department has substantially revamped its rules related to Special Education, but it appears these Rules were never repealed. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System (A-19)

These Rules were approved by the State Board June 14, 2004. Since that time, they have been superseded by new statutes and by other Department rules, including the Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Audit Requirements. The State Board released the proposed repeal of these rules for public comment August 13, 2012, and a public hearing was held September 6, 2012. No comments were received.

Department staff requested that the State Board give its final approval to repeal of this rule.

Ms. Gullett moved, seconded by Ms. Saviers, approval of agenda items A-9 through A-19. The motion carried unanimously.

Consideration for Final Approval: Revisions to the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators

The revisions to these rules streamline the State Board of Education hearing process for ethics cases in which the educator requests the State Board to review a recommendation by the PLSB subcommittee. The revisions also align the rules with the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-210. The State Board released these rules for public comment June 11, 2012. A public hearing was held July 16, 2012. Written comments were received, and minor changes were made to the rules.

Department staff requested that the State Board give final approval to these revisions.

Dr. Barth moved, seconded by Ms. Reith, approval. The motion carried unanimously.

Consideration of Approval for Public Comment: Proposed Arkansas Department of Education Rules Governing Positive Youth Development Grants (A-21)

Act 166 of 2011 created the Positive Youth Development Grant Program to expand the availability of school-based and school-linked afterschool/summer programs that incorporate the standards and recommendations of the Governor's Task Force on Best Practices for After-School and Summer Programs. The Act directs the Department, with the advice and assistance of the Division of Child Care and Early Childhood Education, to adopt rules to implement the Program.

Department staff requested that the State Board approve and release these proposed rules for public comment.

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Alleged Testing Improprieties (A-22)

Ark. Code Ann. § 6-15-403 allows the State Board of Education to promulgate rules and regulations as may be necessary to develop and implement the comprehensive testing, assessment, and accountability program. Ark. Code Ann. § 6-15-438 sets forth the statutory requirements pertaining to test security and confidentiality. Current rules should be amended to account for the Professional Licensure Standards Board (PLSB) investigative process and to set forth a clear process for the resolution of alleged testing improprieties.

Department staff requested that the State Board approve the proposed rules for public comment.

Ms. Gullett moved, seconded by Ms. Mahony, to approve agenda items 21 and 22. The motion carried unanimously.

Ms. Mahony requested a letter of support be written for Race to the Top applicants.

Commissioner Kimbrell said the Department wanted an opportunity to review the grants before giving support.

Adjournment

The meeting adjourned at 1:55 p.m.

These minutes were recorded by Phyllis Stewart.

NEWLY EMPLOYED FOR THE PERIOD OF September 15, 2012– October 11, 2012

Susan Britton – Public School Program Advisor, Grade C122, Division of Learning Services, Migrant Education, effective 10/1/12.

Margaret Duff – APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 09/17/12.

***Latanya Fanion – Public School Program Advisor, Grade C122, Division of Learning Services, Federal Programs, effective 10/0112.**

***Lanesia Lee – Administrative Specialist III, Grade C112, Division of Research and Technology, Data Reporting and Systems, effective 09/17/12.**

Laura Richmond – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 09/17/12.

Rhys Rogers – Financial Analyst I, Grade C118, Central Administration, Finance, effective 09/17/12.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF September 15, 2012– October 11, 2012

There are no promotions/demotions/lateral transfers this period.

SEPARATIONS FOR THE PERIOD OF September 15, 2012– October 11, 2012

***Marilyn Harris – Systems Analyst, Grade C122, Research and Technology, Data Reporting ad Systems, effective 09/28/12. 5 Years, 2 months, 19 days. 01**

***Toya Herndon – Administrative Specialist II, Grade C109, Division of Human Resources/Educator Effectiveness and Licensure, Office of Educator Effectiveness, effective 10/05/12. 1 Year, 8 months, 1 day. 01**

***Fred Hodge – Administrative Specialist III, Grade C112, Division of Learning Services, School Improvement, effective 09/28/12. 10 Years, 3 months, 15 days. 01**

***Marnika Reedy – Administrative Specialist II, Grade C109, Division of Learning Services, Scholastic Audit, effective 10/05/12. 0 Years, 7 months, 13 days. 01**

***Minority**

AASIS Codes:
01- Voluntary

000000Additional Licensure Waiver Requests
2012-2013
November 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1701	Alma School District	2	Dyer, Stacie	ECE P-4, MS Social Studies, Elementary 106	168	Science/Mathematics 4-8	12-13	Granted
			Marsh, Eric	Social Studies, Mathematics, Coaching	169	Physical /Earth Science 7-12	12-13	Granted
6091	Ark. School For The Blind	12	Benedetti, Jennifer	ECE P-4, 5th/6th Endorsement	232	Sp Education Visual Specialist P-4	10-11 11-12 12-13	Granted
			Benedetti, Jennifer	ECE P-4, 5th/6th Endorsement	234	Sp Education Visual Specialist 4-12	10-11 11-12 12-13	Granted
			Caton, James	Art P-12	232	Sp Education Visual Specialist P-4	12-13	Granted
			Caton, James	Art P-12	234	Sp Education Visual Specialist 4-12	12-13	Granted
			Horton, Kelly	ECE P-4	232	Sp Education Visual Specialist P-4	11-12 12-13	Granted
			Horton, Kelly	ECE P-4	234	Sp Education Visual Specialist 4-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Smith, Cheryl	ECE P-4, Elem K-6	232	Sp Education Visual Specialist P-4	11-12 12-13	Granted
			Smith, Cheryl	ECE P-4, Elem K-6	234	Sp Education Visual Specialist 4-12	11-12 12-13	Granted
	Ark. School for the Blind Continued		Strojek, Shenandoah	Social Studies 7-12	232	Sp Education Visual Specialist P-4	11-12 12-13	Granted
			Strojek, Shenandoah	Social Studies 7-12	234	Sp Education Visual Specialist 4-12	11-12 12-13	Granted
			Volk, David	Life/Earth Science, Physical/Earth Science	232	Sp Education Visual Specialist P-4	11-12 12-13	Granted
			Volk, David	Life/Earth Science, Physical/Earth Science	234	Sp Education Visual Specialist 4-12	11-12 12-13	Granted
6092	Ark. School For The Deaf	1	Jones, Angela	Deaf Education K-12, Middle Childhood Education	001	Early Childhood Education P-4	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Arkansas River ESC	1	Warren, Barbara	Secondary Principal	311	District Administrator P-12	11-12 12-13	Granted
7401	Augusta School District	2	Turner, Roosevelt	PE/Coaching 7-12	235	Physical Education, Wellness & Leisure P-8	10-11 11-12 12-13	Granted
			Whatley, Sandra	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
5401	Barton-Lexa School District	3	Dunigan, Carman	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
	Barton-Lexa School District Continued		Garrison, Holly	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Denied
			Turner, Renee	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
	Baxter County Alternative School	1	Dement, Stephanie	Middle Childhood Education	166	English/ Language/ Arts 7-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
6302	Benton School District	1	Nissen, Jenna	PE/Wellness/Leisure	002	English/Language/Social Studies 4-8	12-13	Granted
0401	Bentonville School District	63	Armstrong, Amie	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Armstrong, Amie	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
			Barnes, Rob	Social Studies, Drama/Speech, Coaching	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Beach, Carrie	Biology	307	English As A Second Language P-8	12-13	Granted
			Beach, Carrie	Biology	308	English As A Second Language 7-12	12-13	Granted
			Bishop, Lissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
	Bentonville School District Continued		Blakely, Joanna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Boddie, Todd	Social Studies	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Bradley, Jennifer	Life/Earch Science, Physical/EarthScience	307	English As A Second Language P-8	12-13	Granted
			Bradley, Jennifer	Life/Earch Science, Physical/EarthScience	308	English As A Second Language 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Burrow, Ammie	ECE P-4, Elementary 1-6, MS Social Studies	299	Guidance & Counseling P-8	12-13	Granted
			Burrow, Ammie	ECE P-4, Elementary 1-6, MS Social Studies	300	Guidance & Counseling 7-12	12-13	Granted
			Calvert, Sheena	Social studies, Mathematics	307	English As A Second Language P-8	12-13	Granted
			Calvert, Sheena	Social studies, Mathematics	308	English As A Second Language 7-12	12-13	Granted
			Cavener, Maeghan	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Chapman, Kristi	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Cocanower, Virginia	Business Education, Marketing Technology	412	Career Preparation 7-12	12-13	Granted
	Bentonville School District Continued		Cocanower, Virginia	Business Education, Marketing Technology	299	Guidance & Counseling P-8	12-13	Granted
			Coffman, Julia	Middle Childhood Education, Career Orientation	300	Guidance & Counseling 7-12	12-13	Granted
			Crouch, Kathleen	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Davis, Randall	Social Studies 7-12	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Devaney, Michael	Social Studies	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Dewitt, Tricia	Social Studies	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Eaves, Michael	Social Studies, Career orientation, coaching	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Estrada, Denise	Spanish, P-12	307	English As A Second Language P-8	12-13	Granted
			Estrada, Denise	Spanish, P-12	308	English As A Second Language 7-12	12-13	Granted
			Fox, (Burke), Ashley	ECE P-4	168	Science/Mathematics 4-8	12-13	Granted
			Fox, (Burke), Ashley	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Granted
	Bentonville School District Continued		Fusselman, Wendy	ECE P-4, Middle Childhood Education, FACS	410	Career Academy Endorsement 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Gilliam (Mitchell), Alana	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Hagedorn Angela	ECE P-4, Middle Childhood Education	308	English As A Second Language 7-12	12-13	Granted
			Hagedorn Angela	ECE P-4, Middle Childhood Education	308	English As A Second Language 7-12	12-13	Granted
			Heffington, Amy	Elementary 1-6, Special education P-12	299	Guidance & Counseling P-8	10-11 11-12 12-13	Granted
			Heffington, Amy	Elementary 1-6, Special education P-12	300	Guidance & Counseling 7-12	10-11 11-12 12-13	Granted
			Henry, Kristina	FACS	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Holderby, Clint	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Bentonville School District Continued		Hudson, Brett	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Hutchens, Chris	Coaching, Social Studies, Secondary Principal	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Hutchens, Joyce	General Science, Life/Earth Science	104	Grade 5/6 Endorsement (Science)	12-13	Granted
			Jefferson, Deborah	Business Ed, Middle Childhood Education, Business tech, Mathematics	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Jefferson, Deborah	Business Ed, Middle Childhood Education, Business tech, Mathematics	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Jones, Jennifer	English, Speech/Drama	295	Library Media Science P-8	03-04 04-05 05-06	Denied
			Jones, Jennifer	English, Speech/Drama	296	Library Media Science 7-12	03-04 04-05 05-06	Denied
			Lane, Jayme	Art, Socil Studies, 5th/6th Endorsement, MS Math/Science	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Bentonville School District Continued		Lyon, Brandi	PE/Wellness/Leisure P-12, Coaching	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Mackey, John	Business Tech, Career Orientation, Coaching	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Manus, Rachel	Middle Childhood Education, Special Ed P-12	312	Building Administrator P-8	11-12 12-13	Granted
			Marshall, Amy	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			McConnell, Dena	Elementary 1-6, MS Social Studies,	295	Library Media Science P-8	11-12 12-13	Granted
			McConnell, Dena	Elementary 1-6, MS Social Studies,	296	Library Media Science 7-12	11-12 12-13	Granted
			Oldham, Jennifer	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Paskewica, Ryan	ECE P-4	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Bentonville School District Continued		Pfeil, Tara	General Science, Life/Earth Science, Health	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Pierce, Gilda	Guidance Counseling P-12. Health	307	English As A Second Language P-8	12-13	Granted
			Pierce, Gilda	Guidance Counseling P-12. Health	308	English As A Second Language 7-12	12-13	Granted
			Poole, Susan	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Ramaker, Randall	Physical/Earth Science, Life/Earth Science, Coaching	236	Physical Education, Wellness & Leisure 7-12	11-12 12-13	Granted
			Rodriguez, Anna	Speech, English	307	English As A Second Language P-8	11-12 12-13	Granted
			Rodriguez, Anna	Speech, English	308	English As A Second Language 7-12	11-12 12-13	Granted
			Welsher, David	MS English/Social Studies, Social Studies 7-12	307	English As A Second Language P-8	12-13	Granted
			Welsher, David	MS English/Social Studies, Social Studies 7-12	308	English As A Second Language 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			York, Marla	Special Education P-12	299	Guidance & Counseling P-8	11-12 12-13	Granted
			York, Marla	Special Education P-12	300	Guidance & Counseling 7-12	11-12 12-13	Granted
4201	Booneville School District	7	Brown, Dena	Health/PE 7-12, Business 7-12	002	English/Language/Social Studies 4-8	12-13	Granted
			Brown, Dena	Health/PE 7-12, Business 7-12	168	Science/Mathematics 4-8	12-13	Granted
	Booneville School District Continued		Garner, Gyanna	Special Ed 4-12, ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Goff, Candy	Health/PE K-12, Middle Childhood Education	001	Early Childhood Education P-4	12-13	Granted
			Lewter, Jessica	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Whitaker, Michelle	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Whitaker, Michelle	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Bost, Inc.	1	Wicker, Alissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6303	Bryant School District	13	Aguilera, Michelle	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	Bryant School District Continued		Bentz, Terry	Middle Childhood Education, English 7-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Cain, Mark	PE/Wellness/Leisure, Coaching	410	Career Academy Endorsement 7-12	12-13	Granted
			Emerson, Deana	Social Studies	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Fow, Caroline	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Jamison, Katie	ECE P-4, Reading P-12	230	Sp Education Instructional Specialist 4-12	08-09 09-10 12-13	Granted
			McCreight, Barbara	ECE P-4, Elementary K-6, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Moran, Angel	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Nichols, Kari	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Ozbun, Elizabeth	Art P-12	305	Gifted & Talented P-8	10-11 11-12 12-13	Granted
			Sullivan, Keri	Elementary 1-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Sullivan, Keri	Elementary 1-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			West, Lark	ECE P-4, Middle Childhood Education, Mathematics	295	Library Media Science P-8	11-12 12-13	Granted
1605	Buffalo Is. Central Sch. Dist.	1	Wattigney, Sarah	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
4304	Cabot School District	15	Abshure, Alana	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Barnett, Sheila	Business ed, Business Tech, Elem 1-6	411	Career Orientation Endorsement 7-12	12-13	Granted
			Burns, Whitney	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Clifton, Ashley	ECEP-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Clifton, Ashley	ECEP-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Frandson, Ann	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Garrett, Jaime	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			House, Rita	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Howell, Shelby	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
	Cabot School District Continued		Lewis, Scott	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Randolph, Aaron	Social Studies 7-12	305	Gifted & Talented P-8	12-13	Granted
			Randolph, Aaron	Social Studies 7-12	306	Gifted & Talented 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Rusher, Jamie	Business Technology 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Spruiell, Ashley	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Thompson, Susan	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
6802	Cave City School District	4	Bullard, Carrie	ECE P-4, Elementary K-6	299	Guidance & Counseling P-8	12-13	Granted
			Bullard, Carrie	ECE P-4, Elementary K-6	300	Guidance & Counseling 7-12	12-13	Granted
			Dickie, Tara	Middle Childhood Education	299	Guidance & Counseling P-8	12-13	Granted
			Dickie, Tara	Middle Childhood Education	300	Guidance & Counseling 7-12	12-13	Granted
1702	Cedarville School District	2	Atwell, Amanda	Middle Childhood Education	200	Mathematics 7-12	12-13	Denied
	Cedarville School District Continued		Atwell, Amanda	Middle Childhood Education	200	Mathematics 7-12	12-13	Granted
5502	Centerpoint School District	1	Lowery, Karyn	Social Studies	299	Guidance & Counseling P-8	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
2402	Charleston School District	5	Dooly, Sarah	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Flynn, Michele	ECE P-4, 5th/6th Endorsement	201	Art P-8	12-13	Granted
			Holt, Jessica	Vocal & Instrumental Music P-12	305	Gifted & Talented P-8	12-13	Granted
			Holt, Jessica	Vocal & Instrumental Music P-12	306	Gifted & Talented 7-12	12-13	Granted
			Moore, Macy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
4802	Clarendon School District	2	Catlett, Hannah	FACS 7-12	411	Career Orientation Endorsement 7-12	11-12 12-13	Granted
			Simon, Marisa	English/Language Arts 7-12	167	Social Studies 7-12	12-13	Granted
0302	Cotter School District	5	Britt, Thomas	General Science 7-12	169	Physical /Earth Science 7-12	12-13	Granted
			Lane, Jennifer	ECE P-4	203	Vocal Music P-8	12-13	Granted
			Lane, Jennifer	ECE P-4	204	Vocal Music 7-12	12-13	Granted
	Cotter School District Continued		Parrish, Ashley	Middle Childhood Education	166	English/ Language/ Arts 7-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Parrish, Ashley	Middle Childhood Education	208	Drama/Speech 7-12	11-12 12-13	Granted
0901	Dermott School District	1	Swilley, Terry	Elementary Principal	302	Building Level Administrator 5-12	12-13	Granted
2202	Drew Central School District	7	Banks, Helen	English/Language Arts 7-12	004	Spanish 7-12	11-12 12-13	Granted
			Borse, Sheila	English, ESL	305	Gifted & Talented P-8	11-12 12-13	Granted
			Borse, Sheila	English, ESL	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Gonzalez, Ashley	Middle School English	168	Science/Mathematics 4-8	11-12 12-13	Granted
			Hewitt, Sarah	ECE P-4,	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Tipton, Elaine	Social Studies 7-12	108	Journalism 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Watson, Sara	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Granted
2104	Dumas School District	10	Anderson, Tremoine	Social Studies	302	Building Level Administrator 5-12	11-12 12-13	Granted
			Anderson, Tremoine	Social Studies	312	Building Administrator P-8	11-12 12-13	Granted
			Connard, Andy Eugene	Language Arts 7-12	105	Grade 5/6 Endorsement (English)	12-13	Granted
			Courtney, Jody	Elem 1-6, MS Social Studies	295	Library Media Science P-8	10-11 11-12 12-13	Granted
			Courtney, Jody	Elem 1-6, MS Social Studies	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
			Johnson, Mary Karen	Elementary 1-6	305	Gifted & Talented P-8	12-13	Granted
			Johnson, Mary Karen	Elementary 1-6	306	Gifted & Talented 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Medders, Natalie	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Miller, Melissa	Elem 1-6, Health 7-12	299	Guidance & Counseling P-8	12-13	Granted
			Miller, Melissa	Elem 1-6, Health 7-12	300	Guidance & Counseling 7-12	12-13	Granted
1802	Earle School District	1	Coleman, Aretha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
7001	El Dorado School District	1	Wilson, Kacey	Elementary P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
	Elizabeth Richardson Center	1	Thompson, Brandy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
7201	Elkins School District	1	Fuller, Valentina	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
4302	England School District	3	Bramlett, Patricia	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Granted
			Jones, Megan	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Wagner, James	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
0802	Eureka Springs School District	1	Beaver, Jana	Middle Childhood Education	224	Business Technology 4-8	12-13	Granted
7203	Fayetteville School District	31	Alderson, Mallory	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Buckley, Kelly	Language Arts 7-12, Social Studies, ESL	105	Grade 5/6 Endorsement (English)	11-12 12-13	Granted
			Buckley, Kelly	Language Arts 7-12, Social Studies, ESL	106	Grade 5/6 Endorsement	11-12 12-13	Granted
	Fayetteville School District Continued		Cartwright, Kristian	Middle Childhood Education, Elementary, Business Tech,/ ESL	212	Industrial Technology Ed 7-12	12-13	Granted
			Caudel, Elizabeth	PE/Wellness/Leisure, Coaching	169	Physical /Earth Science 7-12	11-12 12-13	Granted
			Esry, Eleanor	English/Language Arts	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Fyfe, Michelle	Language Arts 7-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Gibbs, Jake	Social Studies	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Hampton, Michael Shane	Middle Childhood Education, Special Ed 4-12, Bldg. Adm.	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Heil, Lauren	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Keen, Justin	Social Studies, ESL	106	Grade 5/6 Endorsement	12-13	Granted
			Lassiter, Seneca	PE/Wellness/Leisure, ESL	167	Social Studies 7-12	11-12 12-13	Granted
	Fayetteville School District Continued		Lewis, Elizabeth	Comp Ed/Art	295	Library Media Science P-8	10-11 11-12 12-13	Granted
			Lewis, Elizabeth	Comp Ed/Art	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
			Lowery, Jennifer	Physical/Earth Science, Life/Earth Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Martin, Deanna Thompson	ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Medford, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Morrison, Alexandra	Life/Earth Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Nelsons, Marin Haley	Middle Childhood Education	299	Guidance & Counseling P-8	12-13	Granted
			Nelsons, Marin Haley	Middle Childhood Education	300	Guidance & Counseling 7-12	12-13	Granted
			Page, Jennifer	Elementary 1-6	307	English As A Second Language P-8	12-13	Granted
			Page, Jennifer	Elementary 1-6	308	English As A Second Language 7-12	12-13	Granted
	Fayetteville School District Continued		Pledger, Brandy	Life/Earth Science	104	Grade 5/6 Endorsement (Science)	12-13	Granted
			Sadler, Jennifer	Business 7-12, Mathematics 7-12	229	Adult Education PS	12-13	Granted
			Sandven, Martha	English 7-12	105	Grade 5/6 Endorsement (English)	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Shaddy, Kelly	Middle Childhood Education, Elementary, Reading	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Sputo, Chris Epperson	FACS, Secondary Principal, Career Orientation	312	Building Administrator P-8	12-13	Granted
			Taylor, Jessica	Art P-12	229	Adult Education PS	12-13	Granted
			Thomas, Nathaniel	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Wamsley, Rona	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Wells, Derek	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
	First Step Inc.	4	Carl, Ruby	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Hartley, Alicia	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Stell, Laura	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Summers, Emily	ECE P-4, PE	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
4501	Flippin School District	1	Sherry, Gianna	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
4102	Foreman School District	2	Boyd, Rhonda	Middle School Science	002	English/Language/Social Studies 4-8	12-13	Granted
			Boyd, Rhonda	Middle School Science	168	Science/Mathematics 4-8	12-13	Granted
6201	Forrest City School District	2	Main, Mark	Social Studies, PE/Wellness/Leisure	200	Mathematics 7-12	10-11 11-12 12-13	Granted
			McKissick, Becky Jackson	Elementary K-8	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
	Forrester-Davis Development Center	1	Blackard, Chanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Denied
4603	Fouke School District	1	Williams, Richard	Social Studies	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
2602	Fountain Lake School District	1	Faulkner, Leslie	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
0404	Gravette School District	3	Childress, Dan	Social Studies 7-12	166	English/ Language/ Arts 7-12	12-13	Denied
			Hendrick, Mark	Instructional Music 7-12	205	Instrumental Music P-8	11-12 12-13	Denied

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Hotary, Josh	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
2303	Greenbrier School District	2	Betancourt, Angis	ECE P-4, Curriculum Program Adm.	312	Building Administrator P-8	12-13	Granted
			Williams, Jeana	Mathematics 7-12	302	Building Level Administrator 5-12	12-13	Granted
6602	Greenwood School District	6	Burton, Brandon	PE/Wellness/Leisure P-12	168	Science/Mathematics 4-8	12-13	Granted
			Denson, Dana	ECE P-4, Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Hart, Jennifer	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			King, Amy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
	Greenwood School District Continued		Quillman, Amber	ECE P-4, Special Ed P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Wisner, Masha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
1003	Gurdon School District	8	Crawley, Marc	Mathematics 7-12	170	Life/Earth Science 7-12	12-13	Granted
			Davis, Dora DeAnne	Middle School Math	209	Algebra I Endorsement 8	12-13	Granted
			Kirkpatrick, Brandie	Physical Education 7-12	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
			Manning, Stephanie	MS Math	305	Gifted & Talented P-8	11-12 12-13	Granted
			Manning, Stephanie	MS Math	306	Gifted & Talented 7-12	11-12 12-13	Granted
			White, Libby	Bldg. Level Adm. 5-12	239	Curriculum/Prog/Adm /Curriculum P-12	10-11 11-12 12-13	Granted
			Winhelmeyer, Ashton	Social Studies 7-12	307	English As A Second Language P-8	12-13	Granted
			Winhelmeyer, Ashton	Social Studies 7-12	308	English As A Second Language 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
0203	Hamburg School District	4	Cox, Robert	PE/Wellness/Leisuer	002	English/Language/Social Studies 4-8	12-13	Granted
			Cox, Robert	PE/Wellness/Leisuer	168	Science/Mathematics 4-8	12-13	Granted
			Staley, Patricia	ECE P-4, Elementary K-6, MS Social Studies	203	Vocal Music P-8	12-13	Granted
			Staley, Patricia	ECE P-4, Elementary K-6, MS Social Studies	205	Instrumental Music P-8	12-13	Granted
5602	Harrisburg School District	1	Tate, Janea	ECE P-4	168	Science/Mathematics 4-8	12-13	Denied
5903	Hazen School District	2	Halijon, Jamie	Middle Childhood Education	169	Physical /Earth Science 7-12	12-13	Granted
			Halijon, Jamie	Middle Childhood Education	170	Life/Earth Science 7-12	12-13	Granted
1202	Heber Springs School District	1	Richardson, John	School Guidance K-9	300	Guidance & Counseling 7-12	11-12 12-13	Granted
5403	Helena/ W.Helena School Dist.	2	Weaver, Rebecca	Elementary K-6	295	Library Media Science P-8	11-12 12-13	Granted
			Weaver, Rebecca	Elementary K-6	296	Library Media Science 7-12	11-12 12-13	Granted
6804	Highland School District	4	Adam, Susan	English 7-12	113	Drama Endorsement 7-12	12-13	Granted
			Clements, Sylvia	Middle Childhood Educaton	202	Art 7-12	12-13	Granted
			Helm, Lindsey	Middle Childhood Education	166	English/ Language/ Arts 7-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Highland School Districe Continued		Thomas, Kim	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
6703	Horatio School District	5	Ayers, Patricia	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Izzo, Charlotte	Elementary 1-6	305	Gifted & Talented P-8	12-13	Granted
			Izzo, Charlotte	Elementary 1-6	306	Gifted & Talented 7-12	12-13	Granted
			Maslian, Demvia	Biology	169	Physical /Earth Science 7-12	11-12 12-13	Granted
			Roberts, Lisa	Elementary 1-6, MS Social Studies,	230	Sp Education Instructional Specialist 4-12	12-13	Granted
4401	Huntsville School District	1	Baker, Phillip	Physical/Earth Science	412	Career Preparation 7-12	12-13	Granted
3840	Imboden Charter School Dist	1	Killion, Deborah	Special Ed P-12, Elementary 1-6	299	Guidance & Counseling P-8	11-12 12-13	Granted
5503	Kirby School District	1	Madsen, Linda	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
3704	Lafayette County School District	2	Caskey, Laura	PE K-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Downs, David	PE/Wellness/Leisure, Social Studies 4-12	302	Building Level Administrator 5-12	11-12 12-13	Granted
2605	Lake Hamilton School District	5	Bridget, Brian	Mathematics 7-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Hurley, Donald	Health/PE 7-12	167	Social Studies 7-12	12-13	Granted
			Johnson, Jed	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
			Moody, Deana	Elementary 1-6, MS Math	200	Mathematics 7-12	12-13	Granted
			Riggin, Daniel	PE/Wellness/Leisure P-12	114	Speech Endorsement 7-12	12-13	Granted
0506	Lead Hill School District	5	Huddleston, Stephanie	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Denied
			Hudson, Shay	ECE P-4	168	Science/Mathematics 4-8	11-12 12-13	Granted
			Lee, Beth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Rice, Sandra	ECE P-4	295	Library Media Science P-8	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Rice, Sandra	ECE P-4	296	Library Media Science 7-12	12-13	Granted
3904	Lee County School District	2	Baker, Melinda	ECE P-4	230	Sp Education Instructional Specialist 4-12	08-09 09-10 10-11	Denied
	Lee County School District Continued		Robinson, Yvonne	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
7205	Lincoln School District	2	Huffmaster, Ivan	Middle Childhood Education	235	Physical Education, Wellness & Leisure P-8	12-13	Denied
			Vowell, Alison	English	108	Journalism 7-12	11-12 12-13	Granted
6001	Little Rock School District	64	Acuff, Ashsley	French P-12	306	Gifted & Talented 7-12	12-13	Granted
			Bailey, Krystie	Elementary 1-6	305	Gifted & Talented P-8	12-13	Granted
			Barrow, Anngelica	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Barrow, Anngelica	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Beam, Lauren	English 7-12	306	Gifted & Talented 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Little Rock School District Continued		Campbell, Heidi	Elem 1-6, MS Social Studies, Life/Earth Science	305	Gifted & Talented P-8	12-13	Granted
			Campbell, Heidi	Elem 1-6, MS Social Studies, Life/Earth Science	306	Gifted & Talented 7-12	12-13	Granted
			Cooper, Nicole	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Cooper, Nicole	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Crook, Alan	PE/Health 7-12	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
			Davis, Chandra Williams	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Davis, Kristy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Dixon, Paula	Middle Childhood Education	298	Reading 7-12	12-13	Granted
			England, Patricia	English 7-12	298	Reading 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Little Rock School District Continued		Evans, Erika	Business Tech, Career Orientation	167	Social Studies 7-12	11-12 12-13	Granted
			Ferrell, Jennifer	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Fletcher, Shannon	Guidance Counseling P-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Fletcher, Shannon	Guidance Counseling P-12	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Ford, Kenneth Scott	Business Tech 7-12	411	Career Orientation Endorsement 7-12	12-13	Granted
			Fowler, Lindsey	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Gaunt, Jason	Spanish 7-12	003	Spanish P-8	12-13	Granted
			Geter, Jasmine	English 7-12	298	Reading 7-12	12-13	Granted
			Green II, Troy	PE/Health 7-12	235	Physical Education, Wellness & Leisure P-8	10-11 11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Little Rock School District Continued		Hampton, Edmond	Vocal Music 7-12	204	Vocal Music 7-12	12-13	Granted
			Hampton, Edmond	Vocal Music 7-12	206	Instrumental Music 7-12	12-13	Granted
			Harris, Vivian	ECE P-4, Special Ed P-12	298	Reading 7-12	12-13	Granted
			Herrod, James	English 7-12	105	Grade 5/6 Endorsement (English)	12-13	Granted
			Jenkins, Holly	Elementary 1-6	305	Gifted & Talented P-8	12-13	Granted
			Johnson, Daniel	Life/Earth Sciencem Chemistry 9-12	203	Vocal Music P-8	12-13	Granted
			Johnson, Daniel	Life/Earth Sciencem Chemistry 9-12	205	Instrumental Music P-8	12-13	Granted
			Jones, April	English 7-12	306	Gifted & Talented 7-12	12-13	Granted
			King, Melanie	Art 7-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Knight (Wright), Katherine	English 7-12, Social Studies 7-12	298	Reading 7-12	12-13	Granted
			McMurray, Eileen	Elementary 1-6	299	Guidance & Counseling P-8	12-13	Granted
			McMurray, Eileen	Elementary 1-6	300	Guidance & Counseling 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Little Rock School District Continued		McNeary, Chastity	Middle Childhood Education	200	Mathematics 7-12	12-13	Granted
			Moore, Garrick	Social Studies 7-12	002	English/Language/Social Studies 4-8	12-13	Granted
			Moore, Garrick	Social Studies 7-12	168	Science/Mathematics 4-8	12-13	Granted
			Morris, Rachel	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Nakamoto, Peggy	Business Tech, Special Ed 4-12	411	Career Orientation Endorsement 7-12	12-13	Granted
			NcCabe, Kelly	English 7-12, Social Studies, 7-12, Career Orientation 7-12	114	Speech Endorsement 7-12	12-13	Granted
			Nesby, Henry	Elementary 1-6	002	English/Language/Social Studies 4-8	12-13	Granted
			Nesby, Henry	Elementary 1-6	168	Science/Mathematics 4-8	12-13	Granted
			Nichols, John Brandon	PE/Wellness/Leisure P-12	200	Mathematics 7-12	11-12 12-13	Granted
			Nichols, John Brandon	PE/Wellness/Leisure P-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Parker, Tammy	MS English	002	English/Language/Social Studies 4-8	12-13	Denied
			Passini, Edward Rusty	Life/Earth Science, Coaching 7-12	169	Physical /Earth Science 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Powell, Sharon	Life/Earth Science, Physical/Earth Science	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Scott, Edward	ECE P-4, Elem K-6, MS Science/Social Studies, Business Tech 4-8	305	Gifted & Talented P-8	12-13	Granted
			Shepherd, Debbie	Elem 1-6, MS Social Studies	305	Gifted & Talented P-8	12-13	Granted
			Sloan, Debbie	Art P-12m Business Tech 4-12	001	Early Childhood Education P-4	12-13	Granted
	Little Rock School District Continued		Smith, Elizabeth (Reibe)	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Smith, Nioka	Speech 7-12	113	Drama Endorsement 7-12	12-13	Granted
			Taylor, Sharolyn (Jones)	English 7-12	306	Gifted & Talented 7-12	12-13	Granted
			Thomas, Jennifer	Elem 1-6, MS Social Studies	305	Gifted & Talented P-8	12-13	Granted
			Tidwell, Chassie	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Turner, Alvin	Elementary 1-6	235	Physical Education, Wellness & Leisure P-8	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Varela, Beatriz (Zapata)	Spanish 7-12	166	English/ Language/ Arts 7-12	11-12 12-13	Granted
			Walker, Amy	Middle Childhood Education	305	Gifted & Talented P-8	11-12 12-13	Granted
			Walker, Amy	Middle Childhood Education	306	Gifted & Talented 7-12	11-12 12-13	Granted
			White, Dishoungh	Elementary 1-6	167	Social Studies 7-12	12-13	Granted
	Little Rock School District Continued		Whitehead, Jennifer	Middle Childhood Education	001	Early Childhood Education P-4	12-13	Denied
			Wortsmith, Karyn	ECE P-4, Elementary K-6, Middle Childhood Educationm PE P-8	305	Gifted & Talented P-8	12-13	Granted
			Wortsmith, Karyn	ECE P-4, Elementary K-6, Middle Childhood Educationm PE P-8	306	Gifted & Talented 7-12	12-13	Granted
4301	Lonoke School District	1	Hearn, Lindy	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
3004	Malvern School District	10	Brashier, Sara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Malvern School District Continued		Brashier, Sara	ECEP-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Callahan, Arrah	ECE P-4	305	Gifted & Talented P-8	11-12 12-13	Granted
			Callahan, Arrah	ECE P-4	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Campbell, Genia	FACS 7-12	410	Career Academy Endorsement 7-12	12-13	Denied
			Korsmeier, Shelley	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Locke-Hunt, Jessica	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Mathis, Maggie	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			McKinney, Christianna	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Tarpley, Natalie	Middle Childhood Education	200	Mathematics 7-12	12-13	Granted
5604	Marked Tree School District	7	Dowdy, Karrie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Gray, Lisa	Mathematics 7-12	302	Building Level Administrator 5-12	11-12 12-13	Granted
			Kelly, John	Social Studies 7-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Kelly, John	Social Studies 7-12	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Smith, Kim	Elementary K-6, MS Science	168	Science/Mathematics 4-8	12-13	Granted
			Stacy, Jinger	Middle Childhood Education	215	Family & Consumer Sciences 7-12	12-13	Granted
			Tyler, Samantha	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
5703	Mena School District	2	Gann, Donita	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Miller, Krisanna Smith	English/Language Arts	108	Journalism 7-12	11-12 12-13	Granted
	Methodist Children's Home	2	Blasengame, Amber	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Wallace, Paula	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
	Methodist Family Health	1	Sims, Kimberly	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
3104	Mineral Springs School Dist.	3	Cassady, Judith	General Science, Career Prep,	169	Physical /Earth Science 7-12	12-13	Granted
			Evans, Crystal	ECE P-4, Social Studies 7-12	239	Curriculum/Prog/Adm /Curriculum P-12	12-13	Granted
			LaGrone, Terah	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	12-13	Granted
	Miss Polly's Learning Center	1	Riley, Clara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
1704	Mulberry/Mt. Pleasant Bi-County School District	1	Carney, Julia	Social Studies 7-12, Special Ed P-12	114	Speech Endorsement 7-12	12-13	Granted
6002	N. Little Rock School District	2	Stavey, Doug	Mathematics 7-12	4546	Transition to College Mathematics	12-13	Granted
			Sweeney, Cassie	Mathematics 7-12	4546	Transition to College Mathematics	12-13	Granted
3105	Nashville School District	1	Bridgeman, Kerry	English/Language Arts	002	English/Language/Social Studies 4-8	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1611	Nettleton School District	2	Burrow, Dorothy	PE 4-12	235	Physical Education, Wellness & Leisure P-8	12-13	Denied
			Easley, Jamie	FACS 7-12	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
3403	Newport School District	1	Black, Linda	FACS, Adult Ed. Career Services	412	Career Preparation 7-12	12-13	Granted
0304	Norfork School District	1	Dillard, Nikki	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
6505	Ozark Mountain School District	7	Anderson, Mary	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Gilley, Kim	Middle Childhood Education	295	Library Media Science P-8	12-13	Granted
			Gilley, Kim	Middle Childhood Education	296	Library Media Science 7-12	12-13	Granted
			Parks, Ashley	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
	Ozark Mountain School District Continued		Ricketts, Bob	Elementary 1-6, Principal K-9	302	Building Level Administrator 5-12	11-12 12-13	Granted
			Sherrod, Steven	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Walter, Amberia	Physical/Earth Science	170	Life/Earth Science 7-12	12-13	Granted
2808	Paragould School District	2	Forkum, Codi	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Smith, Lisa	Elementary 1-6, MS Social Studies,	200	Mathematics 7-12	12-13	Granted
0407	Pea Ridge School District	6	Fuller, Megan	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Jones, James Rich	Physical Education 5-12	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
			Laine, Olivia	Special Education 4-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Marquez, Crystal	English, Drama	004	Spanish 7-12	12-13	Granted
			McCurry, Nicholas	Mathematics 7-12	103	Grade 5/6 Endorsement (Math)	12-13	Granted
	Pea Ridge School District Continued		Tuberville, Claleigh	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Pinnacle Pointe	3	Anderson, Lisa Marie	English/Language arts	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Stewart, Christian	English/Language Arts	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Weikel, Elizabeth	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
2703	Poyen School District	2	Burrow, Kimberly	Art P-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Burrow, Kimberly	Art P-12	306	Gifted & Talented 7-12	11-12 12-13	Granted
6003	Pulaski Co. Spec. School Dist.	22	Black, Lori Lynn	FACS 4-12, Vocatonal Administrator,	412	Career Preparation 7-12	12-13	Granted
			Blakely, Michelle	English 7-12, Business Tech 7-12	108	Journalism 7-12	12-13	Granted
			Brooks, Debra	Special Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Burton, Laurie	FACS, Business Tech, Marketing Tech	412	Career Preparation 7-12	12-13	Granted
			Dalmut, Stacy	PE K-12, Coaching, General Science, Business Tech	114	Speech Endorsement 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Pulaski Co. Special School District Continued		Davis, Kiffany	Elementary 1-6, MS English, Coaching, Bldg. Adm. P-12	239	Curriculum/Prog/Adm /Curriculum P-12	12-13	Granted
			Dennette, Russell	English/Language Arts 7-12	113	Drama Endorsement 7-12	12-13	Denied
			Durbin, Leslie	Physical/Earth Science	170	Life/Earth Science 7-12	12-13	Granted
			Dvorak, Danielle	Elementary 1-6	002	English/Language/Social Studies 4-8	12-13	Granted
			Dvorak, Danielle	Elementary 1-6	168	Science/Mathematics 4-8	12-13	Granted
			Frost, Christy	ECE P-4, Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Green-Braswell, Crystal	Middle Childhood Education, Special Ed P-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Kamanga, Kelli	ECE P-4, Elementary 1-6, Special Education P-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Meredith, Keith	Secondary PE, Coaching, Life/Earth Science, General Science	169	Physical /Earth Science 7-12	10-11 11-12 12-13	Granted
			Metzgar, Kim	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Myklebust, Melanie	Elem 1-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Pulaski Co. Special School District Continued		Newson, Jennifer	Elem 1-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Denied
			Ploszay, Joy	ECE P-4, Elem K-6, MS Social Studies	305	Gifted & Talented P-8	12-13	Denied
			Reda, Tina Maria	Spanish P-12, ESL P-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Sparks, Gena	Special Ed P-12	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted
			Uhiren, Wendy	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Walla, Ashley	Instructional Music 7-12	203	Vocal Music P-8	12-13	Granted
1106	Rector School District	1	Hobbs, Melinda	Middle Childhood Education	166	English/ Language/ Arts 7-12	12-13	Granted
1613	Riverside School District	2	Ivy, Brandy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Pemberton, Sara	Language Arts 7-12	295	Library Media Science P-8	12-13	Granted
7307	Riverview School District	1	Furniss, Yvonne	Reading K-12, MS Social Studies, Elementary 1-6	002	English/Language/Social Studies 4-8	12-13	Granted
0405	Rogers School District	21	Bazyk, Casey	English 7-12	114	Speech Endorsement 7-12	12-13	Granted
			Brown, Susan	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Rogers School District		Duncan, Candice	Speech, English	305	Gifted & Talented P-8	12-13	Granted
			Duncan, Candice	Speech, English	306	Gifted & Talented 7-12	12-13	Granted
			Faubel, Christine	Spanish 7-12	200	Mathematics 7-12	12-13	Granted
			Johnson, Lindi	Social Studies, Elementary 1-6, Special Ed Vision P-12, ESL P-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Lagrone, Jessica	English 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Lorimer, Jessica	English 7-12	307	English As A Second Language P-8	11-12 12-13	Denied
			Lorimer, Jessica	English 7-12	308	English As A Second Language 7-12	11-12 12-13	Denied
			Lothridge, Marie	Business Ed 7-12	200	Mathematics 7-12	12-13	Granted
			McCauley, Kelly	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			McCauley, Kelly	Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Rogers School District Continued		Napier, Cody	Social Studies	225	Business Technology 7-12	12-13	Granted
			Plassmeyer, Lisa	ECE P-4, 5th/6th Endorsement	305	Gifted & Talented P-8	11-12 12-13	Granted
			Plassmeyer, Lisa	ECE P-4, 5th/6th Endorsement	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Rasavong, Maria	Middle Childhood Education, ECE P-4	003	Spanish P-8	12-13	Granted
			Tubbs, Jeralyn	ECE P-4	307	English As A Second Language P-8	11-12 12-13	Denied
			Tubbs, Jeralyn	ECE P-4	308	English As A Second Language 7-12	11-12 12-13	Denied
			White, Nathan	PE/Wellness/Leisure P-12, Coaching	002	English/Language/Social Studies 4-8	12-13	Granted
			Zechiedrich, Melody	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Zechiedrich, Melody	Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted
5805	Russellville School District	1	Shelton, Tabitha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
2502	Salem School District	1	Massey, Sandra	Speech Language Pathology	320	Curr/Program Adm/Sped P-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
7104	Shirley School District	2	Gentry, Amanda	ECE P-4, Reading P-12	299	Guidance & Counseling P-8	12-13	Granted
			Kyle, Brittany	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
4706	So. Miss. County School Dist.	8	Coffman, Lowell	General Science, Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Griffin, Greg	Business Ed. PE/Wellness/Leisure	302	Building Level Administrator 5-12	12-13	Granted
			Milligan, Amanda	PE/Wellness/Leisure	224	Business Technology 4-8	12-13	Denied
			Milligan, Amanda	PE/Wellness/Leisure	225	Business Technology 7-12	12-13	Denied
			Robinson, Ronna	Elementary 1-6, Special education P-12	295	Library Media Science P-8	11-12 12-13	Denied
			Robinson, Ronna	Elementary 1-6, Special education P-12	296	Library Media Science 7-12	11-12 12-13	Denied
			Tomblin, Kimberly	ECE P-4	299	Guidance & Counseling P-8	10-11 11-12 12-13	Denied
			Winford, Kevin	PE/Wellness/Leisure	168	Science/Mathematics 4-8	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
5504	South Pike County School District	1	Stuard, Denise	Elementary, MS Social Studies	167	Social Studies 7-12	10-11 11-12 12-13	Granted
3209	Southside School District	1	Ryan, Jennifer	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
2906	Spring Hill School District	4	Glass, Russell	Physical/Earth Science, Life/Earth Science	200	Mathematics 7-12	12-13	Granted
			Glass, Tammy	Bsiness Technology 4-12	411	Career Orientation Endorsement 7-12	12-13	Granted
	Spring Hill School District Continued		Neely, Darla	ECE P-4	201	Art P-8	11-12 12-13	Granted
			Neely, Darla	ECE P-4	202	Art 7-12	11-12 12-13	Granted
7207	Springdale School District	1	Schlesinger, David	PE, General Science	170	Life/Earth Science 7-12	12-13	Granted
4003	Star City School District	5	Branson, Stacie	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Branson, Stacie	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
			McGehee, Jennifer	ECE P-4, Elementary K-6	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Merritt, Jill C.	MS Math, Mathematics 7-12, Transition Math	169	Physical /Earth Science 7-12	11-12 12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Spencer, Gay	PE/Wellness/Leisure P-12	200	Mathematics 7-12	10-11 11-12 12-13	Granted
5206	Stephens School District	4	Baig, Maryam	Art 7-12	201	Art P-8	11-12 12-13	Granted
			Cathey, Paula	ECE P-4	305	Gifted & Talented P-8	11-12 12-13	Granted
	Stephens School District Continued		Cathey, Paula	ECE P-4	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Easley, Karry	Life/Earth Science	169	Physical /Earth Science 7-12	11-12 12-13	Granted
	Steudlein Learning Center	2	Fortune, Mindy Mabry	None	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
			Traywick, Rebecca	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Denied
4605	Texarkana School District	1	Mills, Connie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
5605	Trumann School District	5	Jones, Sherrie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Jones, Sherrie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Stevens, Kimberly	ECE P-4, MS Curriculum	305	Gifted & Talented P-8	11-12 12-13	Granted
			Stevens, Kimberly	ECE P-4, MS Curriculum	306	Gifted & Talented 7-12	11-12 12-13	Granted
			Teague, Natalie	Middle Childhood Education	299	Guidance & Counseling P-8	11-12 12-13	Granted
0505	Valley Springs School District	1	Mangrum, Clarissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
1705	Van Buren School District	19	Bryant, Christopher	Health, PE, Coaching, Science MS Social studies, Life/Earth Science	167	Social Studies 7-12	12-13	Granted
			Copeland, Caren	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Denied
			Courtney, Stephanie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Cruz, Bertha J.	ECE P-4	168	Science/Mathematics 4-8	11-12 12-13	Denied
			Cruz, Bertha J.	ECE P-4	002	English/Language/Social Studies 4-8	11-12 12-13	Denied
			Gabriel, Juan C	ECE P-4, 5th/6th Endorsement	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Harris, Penelope	Spanich P-12, Journalism, English, Drama/Speech, FACS, Counseling P-12	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Denied
			Higdon, Emily	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Denied
			Higdon, Emily	ECE P-4	168	Science/Mathematics 4-8	12-13	Denied
Van Buren School District Continued			Hurst, Amber	ECE P-4, MS Social Studies, Elementary K-6, Reading P-12	201	Art P-8	12-13	Granted
			King,Linda	MS Math, Elementary 1-6, Mathematics 7-12, Career Orientation	410	Career Academy Endorsement 7-12	12-13	Granted
			McPhate, Sarah	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Peters, Cheryl	ECE P-4	299	Guidance & Counseling P-8	10-11 11-12 12-13	Granted
			Peters, Cheryl	ECE P-4	300	Guidance & Counseling 7-12	10-11 11-12 12-13	Granted
			Sexton, Crystal	Business Ed, Career Orientation	410	Career Academy Endorsement 7-12	12-13	Granted
			Spears, Deanna	ECE P-4, Elem 1-6, Gifted Education P-12, ESL P-12	203	Vocal Music P-8	12-13	Denied
			Spears, Deanna	ECE P-4, Elem 1-6, Gifted Education P-12, ESL P-12	205	Instrumental Music P-8	12-13	Denied
			Wait, Alicia	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Granted
			Wait, Alicia	ECE P-4	168	Science/Mathematics 4-8	12-13	Granted
2307	Vilonia School District	1	Sewell, Matthew	Special Ed 7-12, Bldg. Level Adm. P-12, Coaching	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted
6401	Waldron School District	6	Chagnon, Caitlan	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Daniels, Audria	Middle Childhood Education	209	Algebra I Endorsement 8	12-13	Granted
			Fielding, Laura	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Napier, Judi	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Russert, Tabitha	PE/Wellness/Leisure, Coaching	168	Science/Mathematics 4-8	12-13	Granted
			Stark, Kerry	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
3509	Watson Chapel School District	5	Burkett, Lindsay	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
			Burkett, Lindsay	ECE P-4	300	Guidance & Counseling 7-12	12-13	Granted
			Dunn, Natasha	Special Education	320	Curr/Program Adm/Sped P-12	11-12 12-13	Granted
			Harkins, Ramona	Special Educaton, Reading	305	Gifted & Talented P-8	12-13	Granted
			Harkins, Ramona	Special Educaton, Reading	306	Gifted & Talented 7-12	12-13	Granted
7208	West Fork School District	3	Allen, Crysan	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Cline, Kimalisa	PE, Science	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Good, Susan	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
1204	West Side School District	1	Francisco, Shawna	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted

000000Additional Licensure Waiver Requests
2012-2013
November 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1602	Westside Cons. School District	1	Pratt, Monica	MS Social Studies, Elementary 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
1304	Woodlawn School District	1	Joslin, Melissa	Mathematics 7-12	4546	Transition to College Mathematics	12-13	Granted

103	**Total # Districts Requesting Waivers this Month**	**508**	**Total # Waivers Requested this Month**

Total # Waivers Granted	**467**
Total # Waivers Denied	**41**
Total # Waivers Requested	**508**

000000Long Term Substitute Requests
2012-2013 School Year
November 2012 State Board

LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Reason	Posted
4702	Blytheville School District	1	Patton, Stevie	Meida Specialist	Gamble, Dana	Granted		9/28/2012
1605	Buffalo Is. Central Sch. Dist.	1	Peel, Paula Jeanne	Language Arts 4-8/Writing	Glass, Jae	Granted		9/20/2012
	Delta Family Center	1	Spradlin, Laura	English/Science	Faulk, Janice Gail	Granted		9/28/2012
1003	Gurdon School District	1	Rogers, Marcia	Spanish	Dotson, Michelle	Denied	No teacher of record to start school	9/28/2012
5903	Hazen School District	1	Murry, Lenora	Mathematics	King, Lauren	Granted		9/28/2012
5102	Jasper School District	1	Fairchild, Brian	PE/Health K-6	Cornelius, Sarah	Granted		9/28/2012
6	**Total # Districts Requesting Long Term Substitutes**	**6**	**Total # Long Term Substitutes Requested**					

Alpena School District
LEA # 0501
Boone County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**James Trammell**	**James Trammell**	**James Trammell**	**James Trammell**
4 QTR ADM	579	576	554	541
Assessment	25,290,031	26,294,355	26,852,310	27,939,483
Total Mills	33.60	33.60	33.60	33.60
Total Debt Bond/Non Bond	1,598,549	1,527,233	1,458,904	1,563,556
Per Pupil Expenditures	7,529	8,599	8,893	n/a
Personnel-Non-Fed Certified FTE	48.11	50.62	59.37	n/a
Personnel-Non-Fed Certified Clsrm FTE	45.11	47.62	56.37	n/a
Avg Salary-Non-Fed Cert FTE	41,475	42,194	35,755	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	39,663	40,437	33,649	n/a
Net Legal Balance (Excl Cat & QZAB)	521,289	388,141	380,122	331,796

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 3.5 Certified FTE through RIF
- Reduced .5 Classified FTE through RIF
- Reduced Summer Maintenance Costs
- Monitor Transportation Supply Costs
- Monitor Maintenance Supply Costs

Alpena School District
LEA # 0501
Boone County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Bismarck School District
LEA # 3001
Hot Spring County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**David Hopkins**	**Susan Stewart**	**Susan Stewart**	**Susan Stewart-Harper**
4 QTR ADM	934	974	978	1,017
Assessment	52,328,119	53,097,938	55,487,791	57,036,319
Total Mills	41.00	41.00	41.00	41.00
Total Debt Bond/Non Bond	8,205,000	8,035,000	8,010,000	7,815,000
Per Pupil Expenditures	8,035	8,545	9,297	n/a
Personnel-Non-Fed Certified FTE	78.00	80.00	82.00	n/a
Personnel-Non-Fed Certified Clsrm FTE	72.89	76.00	78.00	n/a
Avg Salary-Non-Fed Cert FTE	43,746	45,215	44,099	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	41,813	43,609	42,474	n/a
Net Legal Balance (Excl Cat & QZAB)	1,523,651	1,365,456	900,917	833,905

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 2 certified employees through attrition
- Reduced 1 classified employees through attrition
- Declined renewal of security camera maintenance agreement
- Reclassified certified and classified salaries to utilize categorical and federal funds efficiently
- Restructured debt through a bond refunding with a lower interest rate
- Eliminated providing uniforms for maintenance, transportation, and cafeteria employees

Bismarck School District
LEA # 3001
Hot Springs County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Brinkley School District
LEA # 4801
Monroe County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Betty McGruder**	**Betty McGruder**	**James Best**	**Arthur Tucker**
4 QTR ADM	732	687	632	647
Assessment	55,525,715	58,835,471	56,271,493	63,315,383
Total Mills	35.90	35.90	35.90	35.90
Total Debt Bond/Non Bond	1,865,000	1,745,000	1,670,000	1,680,939
Per Pupil Expenditures	10,464	12,221	12,552	n/a
Personnel-Non-Fed Certified FTE	68.55	71.99	69.09	n/a
Personnel-Non-Fed Certified Clsrm FTE	62.88	65.36	62.52	n/a
Avg Salary-Non-Fed Cert FTE	46,622	43,838	44,131	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	45,229	42,247	42,312	n/a
Net Legal Balance (Excl Cat & QZAB)	759,799	696,762	431,626	537,879

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 5 certified employees through RIF and attrition
- Reduced 7 classified employees through RIF and attrition
- Eliminated vision insurance benefit
- Eliminated long term disability benefit
- Reduced extended day contracts for personnel

Additional Actions Not Included in Plan:

- Reduced athletic expenditures
- Reclassified certified and classified salaries to utilize categorical and federal funds efficiently

Brinkley School District
LEA # 4801
Monroe County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Cutter Morning Star School District
LEA # 2601
Garland County

Classified in Fiscal Distress December 12, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	Lance Robinson	Lance Robinson	Lance Robinson	Lance Robinson/Carl Hughes
4 QTR ADM	673	675	622	599
Assessment	34,467,094	38,539,128	38,902,378	40,194,706
Total Mills	39.50	39.50	39.50	39.50
Total Debt Bond/Non Bond	5,682,292	5,503,880	5,522,257	5,960,000
Per Pupil Expenditures	7,776	7,868	9,115	n/a
Personnel-Non-Fed Certified FTE	67.03	65.90	64.88	n/a
Personnel-Non-Fed Certified Clsrm FTE	61.21	60.08	59.81	n/a
Avg Salary-Non-Fed Cert FTE	41,808	42,029	41,557	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	39,285	39,474	39,205	n/a
Net Legal Balance (Excl Cat & QZAB)	438,862	495,425	227,317	867,673

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Ms. Nancy Anderson is Superintendent for the District.

District Actions:

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

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2011-12

- Reduced 4 certified teachers through RIF
- Reduced 1 classified position through RIF
- Eliminated custodial service for remainder of 11/12 school year. (Utilized current staff)
- Eliminated "no cost" lunches for teachers performing additional lunch duties
- Eliminated cell phone service for administrators
- Eliminated 1 bus route
- Proposed millage increase of 1 mill

2012-13

- Reduced 4 certified employees through RIF
- Reduced 5 classified employees through RIF and attrition
- Monitor and reduce operating expenses
- Increased operating revenue through a voted 1 mill increase from 39.5 to 40.5 on April 10, 2012

Additional Actions Not Included in Plan:

- Utilized existing employees efficiently through a 3rd and 4th grade split class

Cutter Morning Star School District
LEA # 2601
Garland County

Comments:

The District was classified in Fiscal Distress on Dec.12, 2011. The 2012-13 school year will complete the first full year of fiscal distress.

The Cutter-Morning Star Superintendent, Mr. Lance Robinson, received a contract buyout of $49,322 on January 13, 2012.

Mr. Carl Hughes was hired on January 13, 2012 as Interim Superintendent for the remainder of the 11/12 school year.

Ms. Nancy Anderson was hired as Superintendent for the 2012-13 school year.

Increased operating revenue through a voted 1 mill increase from 39.5 to 40.5 on April 10, 2012

Dermott School District
LEA # 0901
Chicot County

Classified in Fiscal Distress April 11, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	George A. Newton	George A. Newton	George A. Newton	George A. Newton
4 QTR ADM	473	438	424	405
Assessment	30,811,069	30,625,905	30,211,193	32,767,980
Total Mills	41.81	41.81	41.81	41.81
Total Debt Bond/Non Bond	2,757,063	3,236,099	3,109,818	2,978,202
Per Pupil Expenditures	11,075	14,695	13,556	n/a
Personnel-Non-Fed Certified FTE	53.57	56.07	35.12	n/a
Personnel-Non-Fed Certified Clsrm FTE	49.57	49.49	26.62	n/a
Avg Salary-Non-Fed Cert FTE	42,929	42,625	45,202	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	40,758	39,695	41,504	n/a
Net Legal Balance (Excl Cat & QZAB)	1,082,741	837,126	716,603	1,029,288

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Mr. Kelvin Gragg is Superintendent for the District.

District Actions:

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

2011-12

- Reduced 8 certified teachers through RIF and attrition
- Reduced 1 Principal through RIF
- Reduced 8 classified positions through RIF
- Reduced contract days and index of 14 certified employees
- Reduced contract days and index of 22 classified employees
- Eliminated football program

Additional actions not included in plan:

- Utilized Special Education Supervisor from the Coop

2012-13

- Reduce 1 principal through attrition
- Reduce 3.5 certified staff through RIF and attrition
- Eliminated the Drivers Education program
- Reduced stipend costs

Dermott School District
LEA # 0901
Chicot County

Comments:

The District was classified in Fiscal Distress on April 11, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

Mr. George Newton, Dermott Superintendent, retired on June 30, 2012.

The District has reduced Principle positions from three to one over the past two years through RIF and attrition. The District currently has one Principle K-12.

Effective for the 2012-13 school year Mr. Kelvin Gragg is Superintendent for the District.

Drew Central School District
LEA # 2202
Drew County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Wayne Fawcett**	**Wayne Fawcett**	**Wayne Fawcett**	**Wayne Fawcett**
4 QTR ADM	968	979	970	934
Assessment	58,301,643	58,886,159	61,014,556	64,477,290
Total Mills	35.60	35.60	35.60	39.90
Total Debt Bond/Non Bond	5,550,000	5,355,000	7,190,000	7,155,000
Per Pupil Expenditures	8,211	9,869	10,267	n/a
Personnel-Non-Fed Certified FTE	75.68	76.72	89.51	n/a
Personnel-Non-Fed Certified Clsrm FTE	71.41	72.11	83.37	n/a
Avg Salary-Non-Fed Cert FTE	42,792	43,411	37,253	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	40,310	41,105	34,514	n/a
Net Legal Balance (Excl Cat & QZAB)	592,086	627,557	466,609	570,962

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.

District Actions:

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

2012-13

- Reduced certified positions by 6.87 FTE through RIF
- Reduced classified positions by 3 FTE through RIF
- Increased lunch prices to offset expense
- Increased debt service revenue through a voted 4.5 mill increase from 35.4 to 39.9 on April 11, 2011
- Eliminated long term disability insurance benefit
- Discontinued involvement with Monticello/Drew Central Boot Camp (alternative for students with behavior issues)
- Eliminated general maintenance purchase service contract
- Restructured debt through a bond refunding with a lower interest rate

Drew Central School District
LEA # 2202
Drew County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Wayne Fawcett, Drew Central Superintendent, resigned on June 30, 2012.

Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.

Hartford School District
LEA # 6604
Sebastian County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Chris Rink**	**Chris Rink**	**Teresa Ragsdale**	**Teresa Ragsdale**
4 QTR ADM	375	352	340	382
Assessment	26,781,005	28,540,405	27,920,036	24,743,309
Total Mills	39.30	39.30	39.30	39.30
Total Debt Bond/Non Bond	419,821	1,192,042	1,288,104	1,254,483
Per Pupil Expenditures	9,205	10,174	11,079	n/a
Personnel-Non-Fed Certified FTE	40.55	33.57	25.52	n/a
Personnel-Non-Fed Certified Clsrm FTE	36.36	30.78	24.51	n/a
Avg Salary-Non-Fed Cert FTE	39,242	40,115	56,961	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	37,047	37,597	50,882	n/a
Net Legal Balance (Excl Cat & QZAB)	341,361	532,544	346,745	290,040

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 1 certified employee through RIF
- Reduced extended contract days for 5 certified employees
- Establish a $10 per day charge for the district sponsored Pre-K program
- Eliminated the EAST program
- Establish a $2 per day charge for before and after school care program

Hartford School District
LEA # 6604
Sebastian County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Helena-West Helena School District
LEA # 5403
Phillips County

Classified in Fiscal Distress: September 13, 2010

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district
* Material audit exceptions or violations

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Roy Bridges (Interim)**	**Willie Williams**	**Willie Williams**	**Suzann McCommon**
4 QTR ADM	2,565	2,312	2,233	1,886
Assessment	109,765,477	112,772,244	113,701,999	125,831,037
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	8,180,000	7,750,000	7,300,000	7,060,000
Per Pupil Expenditures *	10,932	13,268	11,638	n/a
Personnel-Non-Fed Certified FTE *	232.69	229.59	132.62	n/a
Personnel-Non-Fed Certified Clsrm FTE *	209.70	200.17	101.89	n/a
Avg Salary-Non-Fed Cert Clsrm FTE *	44,144	44,799	54,170	n/a
Avg Salary-Non-Fed Cert FTE *	46,225	48,126	50,561	n/a
Net Legal Balance (Excl Cat & QZAB)	3,190,955	1,809,446	3,600,597	5,318,384

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2010-11

- Reduce (RIF) 3 staff administrative office staff
- Reclassified certified and classified salaries from operating to ARRA funds
- Reclassified certified and classified salaries from operating to Declining Enrollment funds
- Reclassified certified and classified salaries from operating to NSLA funds
- Reduced certified and classified salaries through attrition and reassignment
- Monitor all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

2011-12

- The District reduced 27 certified positions through RIF and attrition
- The District reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial

2012-13

- Reduced 30 employees through RIF
- Reclassify salaries of 4 certified staff from operating to State and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate
- Monitor and implement corrective actions for the 2011 audit findings

Helena-West Helena School District
LEA # 5403
Phillips County

Comments:

The District was classified in Fiscal Distress on September 13, 2010. The 2012-13 school year will complete the 2nd full year of Fiscal Distress

On June 20, 2011, the Arkansas Department of Education took control of the Helena/W. Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:
Suzann McCommon- Chief Executive Officer
Ulicious Reed- Chief Operating Officer

District had a prior classification with Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of $3,511,492 on June 30, 2011 included the reclassification of approximately $2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District has consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 is 1,655 students.

Hermitage School District
LEA #0601
Bradley County

Classified in Fiscal Distress December 12, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Richard Rankin**	**Richard Rankin**	**Richard Rankin**	**Richard Rankin**
4 QTR ADM	495	464	470	455
Assessment	30,062,250	30,471,979	31,013,712	32,279,453
Total Mills	41.50	41.50	41.50	41.50
Total Debt Bond/Non Bond	5,368,265	5,324,804	5,286,175	5,516,175
Per Pupil Expenditures	8,476	11,449	11,843	n/a
Personnel-Non-Fed Certified FTE	37.12	38.37	37.45	n/a
Personnel-Non-Fed Certified Clsrm FTE	33.20	32.81	31.93	n/a
Avg Salary-Non-Fed Cert FTE	44,009	43,065	50,009	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	40,950	39,833	48,014	n/a
Net Legal Balance (Excl Cat & QZAB)	401,919	424,784	376,025	33,383

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 8 certified positions through RIF
- Eliminated 1 bus route
- Sell parent center
- Monitor all purchase orders
- Monitors all energy consumption
- Reduce travel expenditures

Additional actions not included in plan:

- Reduced 2 classified position through attrition
- Closed the elementary school kitchen
- Increased revenue by selling used buses and air conditioners

Hermitage School District
LEA #0601
Bradley County

Comments:

The District was classified in Fiscal Distress on Dec. 12, 2011. The 2012-13 school year will complete the first full year of fiscal distress.

District had a prior classification with Fiscal Distress program:

- Classified - April 21, 2008
- Removed - October 12, 2009

On October 24, 2011, the District obtained a $300,000 cash flow loan from First State Bank to cover payroll obligations. The loan was repaid on November 15, 2011.

On July 12, 2012, the District obtained a $350,075 cash flow loan from the First State Bank of Warren. The loan matures on December 1, 2012.

North Little Rock School District
LEA # 6002
Pulaski County

Classified in Fiscal Distress May 16, 2011

Fiscal Distress Indicators and Additional Concerns:

* Material state or federal audit exceptions or violations

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Kenneth R. Kirspel**	**Kenneth R. Kirspel**	**Kenneth R. Kirspel**	**Kenneth R. Kirspel**
4 QTR ADM	8,375	8,997	8,730	8,313
Assessment	683,773,539	706,136,704	719,817,762	736,300,155
Total Mills	40.90	40.90	40.90	40.90
Total Debt Bond/Non Bond	28,340,391	32,410,722	31,783,871	32,375,113
Per Pupil Expenditures	10,330	10,698	11,118	n/a
Personnel-Non-Fed Certified FTE	757.01	728.24	737.88	n/a
Personnel-Non-Fed Certified Clsrm FTE	693.29	661.75	670.72	n/a
Avg Salary-Non-Fed Cert FTE	50,056	50,951	51,388	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	48,053	48,880	49,104	n/a
Net Legal Balance (Excl Cat & QZAB)	4,001,301	11,985,630	12,679,765	12,820,521

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2011-12

- Split Chief Financial Officer/Chief Information Officer position into separate positions
- Received on-site training from an APSCN field representative
- Adopted a direct deposit payroll policy
- Established a policy to reconcile revenue transactions
- Established a procedure to monitor voided checks
- Created process to verify deposits and withdrawal coding on a daily basis
- Superintendent oversees the bank reconciliation monthly
- Established a fiscal year-end payroll practice

Additional actions Not Included in Plan:

- Provided additional support for CFO and Finance Department through Arkansas Public School Resource Center
- Established position to supervise bookkeeping activities

North Little Rock School District
LEA # 6002
Pulaski County

Comments:

The District was classified in Fiscal Distress on May 16, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

The District hired a Certified Public Accountant on July 1, 2011 to fill the vacant Chief Financial Officer position.

Pulaski County Special School District
LEA # 6003
Pulaski County

Classified in Fiscal Distress May 16, 2011
* Additional indicator of declining balance added on February 13, 2012

Fiscal Distress Indicators and Additional Concerns:

* Material state or federal audit exceptions or violations
* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**James Sharpe**	**Rob McGill**	**Charles Hopson**	**Jerry Guess**
4 QTR ADM	17,133	16,989	16,618	16,441
Assessment	2,320,282,041	2,302,878,392	2,352,330,997	2,542,112,011
Total Mills	40.70	40.70	40.70	40.70
Total Debt Bond/Non Bond	156,832,320	152,055,788	149,919,256	149,101,780
Per Pupil Expenditures	9,779	10,783	11,392	n/a
Personnel-Non-Fed Certified FTE	1,427.96	1,313.96	1,551.55	n/a
Personnel-Non-Fed Certified Clsrm FTE	1,288.98	1,211.27	1,447.02	n/a
Avg Salary-Non-Fed Cert FTE	51,539	55,927	48,186	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	48,906	53,334	44,930	n/a
Net Legal Balance (Excl Cat & QZAB)	8,335,082	7,852,237	2,491,321	13,588,605

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2011-12

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Comply with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitoring compliance with district policy in regard to voiding of outstanding checks
- Monitored compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Establish a Fraud Waste Abuse Hotline
- Schedule a "Policy Workshop"
- Establish a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit findings
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conduct quarterly audits through Legislative Audit
- Submit Fiscal Distress Plan progress statements as a Board action agenda item

Additional actions Not Included in Plan:

- Reduced 77 certified and classifies positions through RIF
- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity

Pulaski County Special School District
LEA # 6003
Pulaski County

Comments:

The District was classified in Fiscal Distress on May 16, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2012, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

* A declining balance determined to jeopardize the fiscal integrity of the school district

Strong-Huttig School District
LEA # 7009
Union County

Classified in Fiscal Distress January 14, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Dr. Terry W. Davis**	**Dr. Terry W. Davis**	**Mary Calloway**	**Mary Calloway**
4 QTR ADM	554	471	446	439
Assessment	42,203,968	40,761,177	39,603,262	39,936,895
Total Mills	39.00	39.00	39.00	39.00
Total Debt Bond/Non Bond	1,805,156	1,699,310	1,590,130	1,577,448
Per Pupil Expenditures	10,493	13,118	13,135	n/a
Personnel-Non-Fed Certified FTE	52.89	48.48	28.02	n/a
Personnel-Non-Fed Certified Clsrm FTE	46.46	42.98	24.02	n/a
Avg Salary-Non-Fed Cert FTE	44,470	44,023	71,890	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	41,293	40,791	63,664	n/a
Net Legal Balance (Excl Cat & QZAB)	950,279	775,197	808,150	1,002,759

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Mr. Saul Lusk is Superintendent for the District.

District Actions:

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

2011-12

- Reduced certified personnel by 5 FTE through RIF
- Reduced classified personnel by 8 FTE through RIF
- Reduced one administrator through attrition
- Reduced one paraprofessional through RIF
- Eliminated 29 stipends from the salary schedule
- Reduced contracted days for specific Certified employees
- Reduced contracted days for specific Classified employee
- Reduced employee insurance benefits

Additional actions not included in plan:

- Reduced 2 custodians through RIF

Strong-Huttig School District
LEA# 7009
Union County

Comments:

The District was classified in Fiscal Distress on January 14, 2011.

The Strong-Huttig Superintendent, Dr. Terry Davis received a contract buyout of $250,000 on August 25, 2010.

During the time of August 25, 2010 to November 1, 2010, the District utilized Norman Hill then Lavern Flarity as "Interim" Superintendent

On November 1, 2010, the District hired Mary Calloway as Superintendent.

On June 18, 2012, the District hired Mr. Saul Lusk as Superintendent for the 2012-13 school year.

West Side School District
LEA # 1204
Cleburne County

Classified in Fiscal Distress April 11, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Russell A. Hester**	**Steve Lucas**	**Steve Lucas**	**Jack Robinson**
4 QTR ADM	499	507	487	454
Assessment	116,021,126	127,558,766	133,683,258	143,143,756
Total Mills	28.70	28.70	28.70	28.70
Total Debt Bond/Non Bond	3,860,000	3,766,709	4,452,377	4,390,296
Per Pupil Expenditures	9,366	9,848	10,006	n/a
Personnel-Non-Fed Certified FTE	51.18	50.65	40.68	n/a
Personnel-Non-Fed Certified Clsrm FTE	47.58	47.07	37.58	n/a
Avg Salary-Non-Fed Cert FTE	42,401	43,444	53,699	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	40,476	41,258	50,939	n/a
Net Legal Balance (Excl Cat & QZAB)	2,144,719	916,688	1,015,364	1,665,941

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Dr. Ray Nassar is Superintendent for the District.

District Actions

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

2011-12

- Reduced certified personnel by 2 through RIF
- Reduced certified personnel by 6 through attrition
- Reduced contracted days for 3 certified employees
- Reduced classified personnel by 5 through RIF
- Reduced classified personnel by 6 through attrition
- Reduced contracted days for 4 classified employees
- Revised pay practices to align with salary schedule
- Reclassified certified salaries of 2 employees to utilize categorical and federal funds efficiently

Additional Actions Not Included in Plan:

- Reduced certified personnel by 1 through attrition

2012-13

Additional Actions Not Included in Plan:

- Refunded a district bond at a lower Interest rate
- Increased operating revenue through a voted 4.9 mill increase from 28.7 to 33.6 on July 10, 2012

West Side School District
LEA # 1204
Cleburne County

Comments:

The District was classified in Fiscal Distress on April 11, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

Increased operating revenue through a voted 4.9 mill increase from 28.7 to 33.6 on July 10, 2012.

Jack Robinson resigned as Superintendent effective August 11, 2012.

On August 9, 2012, the West Side School Board hired Dr. Ray Nassar as Interim Superintendent effective August 11, 2012.

Western Yell County School District
LEA # 7509
Yell County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	*2011-12
Superintendent	**Brad Spikes**	**Brad Spikes**	**Brad Spikes**	**Brad Spikes**
4 QTR ADM	468	494	475	451
Assessment	44,431,663	41,979,487	37,177,236	32,065,116
Total Mills	38.80	38.80	38.80	38.80
Total Debt Bond/Non Bond	2,948,731	2,857,184	2,765,638	2,968,885
Per Pupil Expenditures	9,075	9,635	10,162	n/a
Personnel-Non-Fed Certified FTE	42.59	44.64	49.63	n/a
Personnel-Non-Fed Certified Clsrm FTE	39.59	41.64	46.63	n/a
Avg Salary-Non-Fed Cert FTE	40,231	41,290	38,172	n/a
Avg Salary-Non-Fed Cert Clsrm FTE	37,579	38,624	35,697	n/a
Net Legal Balance (Excl Cat & QZAB)	1,480,014	974,010	606,769	125,827

* Prior to Annual Statistical Report (ASR) publication for 2011-12.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

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

2012-13

- Reduced 8 certified employees through RIF and attrition
- Reduced 2 classified employees through RIF
- Reclassified certified and classified salaries of 7 employees to utilize categorical and federal funds efficiently
- Reduced contracted days for 4 classified employees
- Reduced bus routes from 5.5 to 4

Western Yell County School District
LEA # 7509
Yell County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

On September 13, 2012, the District obtained a $600,000 cash flow loan from Chambers Bank. The loan matures on June 30, 2013.

Arkansas Department of Education
Alpena School District
General Operating Funds
Summary

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
331,796	3,750,279	3,673,682	408,392

FY12 as of June 30, 2012			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
380,122	3,797,598	3,845,924	331,796

FY11 as of June 30, 2011			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
462,798	3,786,394	3,869,070	380,122

Arkansas Department of Education
Alpena School District
General Operating Funds
Revenue

General Operating Funds: 1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	450,532	506,108	550,000	43,892
11115	Property Taxes Relief	0	0	0	0
11120	Property Tax 40% by 6/30	274,968	257,159	296,000	38,841
11125	Property Tax Relief	0	0	0	0
11140	Property Tax Delinquent	31,068	15,424	15,000	(424)
11150	Excess Commission	15,287	20,799	21,000	201
11160	Land Redemption	28,275	15,687	10,000	(5,687)
11400	Penalties/Interest on Tax	1,075	620	500	(120)
11500	Unapportioned Taxes	17	0	0	0
12800	Rev In Lieu Of Taxes	0	0	0	0
14240	Fees From Vocational Ed	0	0	0	0
15100	Interest on Investments	11,008	11,548	5,000	(6,548)
19130	LEA Buildings & Facilities	3,575	3,575	3,900	325
19200	Private Contributions	0	0	0	0
19300	Sales of Supplies & Materials	0	0	0	0
19800	Refunds of Prior Yr Expenditures	193	0	0	0
19900	Misc Revenue from Local Sources	16,394	7,250	5,000	(2,250)
21100	City General Apportionment	79	0	0	0
21200	Severance Tax	0	91	0	(91)
21900	Other Rev From County	7,233	25,535	10,000	(15,535)
22000	Restricted Grants-In-Aid	0	0	0	0
31101	State Foundation Funding	2,843,527	2,747,738	2,722,600	(25,138)
31102	Enhanced Educational Fund	0	0	0	0
31103	98% URT	30,934	17,384	15,000	(2,384)
31400	Transportation Aid	0	4,001	4,000	(1)
31450	Student Growth	0	0	0	0
31460	Declining Enrollment	994	76,093	33,340	(42,753)
31620	Supplement Millage	18,424	14,739	11,054	(3,685)
31900	Other	0	0	0	0
32226	High Priority	0	0	0	0
32232	AR School Recognition Program	0	0	0	0
32250	Teacher Enhancement Grant	0	0	0	0
32251	CWIP	0	0	0	0
32260	Game and Fish Funds	0	0	0	0
32310	Hand Child-Supv/Extend Yr	2,372	2,288	2,200	(88)
32314	Extended School Year	0	0	0	0
32330	Non-Hand-Resid Treatment	0	0	0	0
32340	Hand-Resident Treatment	0	0	0	0
32350	Early Child/Medicaid Match	0	0	0	0
32355	Sp Ed Catastophic	16,291	48,548	28,000	(20,548)
32361	G/T Advanced Placement	400	850	400	(450)
32430	Workforce Spec Needs Proj	0	0	0	0
32480	New Program start up	0	0	0	0
32710	ABC Grant	0	0	0	0

Arkansas Department of Education
Alpena School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32912	**General Facilities Fund**	6,779	5,423	4,067	(1,356)
32913	**Growth Funding**	0	0	0	0
32915	**Debt Service Supplement**	16,274	14,624	13,218	(1,406)
41200	**Wildlife Refuge**	0	0	0	0
41300	**Rev In Lieu Of Taxes**	0	0	0	0
42100	**Forest Reserve**	0	0	0	0
42200	**Flood Control**	0	0	0	0
51100	**Proceeds From Bond Sale**	0	0	0	0
51400	**Current Loans**	0	0	0	0
51900	**Misc. Non Revenue**	0	0	0	0
51999	**Audit Adj prior year**	0	0	0	0
52300	**Transfer from Building Fund**	0	0	0	0
52700	**Transfer from Student Activity**	0	0	0	0
52800	**Transfer from Food Service Fund**	10,696	2,114	0	(2,114)
	Total Revenue	**3,786,394**	**3,797,598**	**3,750,279**	**(47,319)**

Arkansas Department of Education
Alpena School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295 |2390|2392|2393|2394|2395|2780|4000					
		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	3,150,090	3,020,263	2,921,843	(98,420)
Other:					
63120	Management Services	0	0	0	0
63130	Board of Ed Services	0	65	65	0
63210	Instructional	46,152	(12,435)	43,460	55,895
63220	Instructional program	0	0	0	0
63240	Student Assessment	0	0	0	0
63310	Certified/Prof Dev Training	0	0	0	0
63320	Classified/Prof Training	842	983	1,000	17
63410	Pupil Services	0	0	0	0
63440	Legal	0	0	0	0
63441	Legal Defense District	60	7,285	10,000	2,715
63445	Legal Research and Opinions	0	0	0	0
63450	Medical	255	152	300	148
63490	Other Professional Service	1,000	0	0	0
63530	Software Support	8,500	349	350	1
63590	Other Technical Services	5,571	5,208	5,200	(8)
63900	Other Purc Prof Tech Serv	7,954	12,144	12,258	114
63910	Purch Prof & Tech Service	0	0	0	0
64100	Utility Services	0	0	0	0
64110	Water/Sewer	5,333	5,841	5,850	9
64210	Disposal/Sanitation	8,420	7,174	7,225	51
64230	Custodial	0	3,356	3,356	0
64240	Lawn Care	0	0	0	0
64310	Rep/Maint -Building & Grounds	26,389	38,224	39,000	776
64320	Rep/Maint - Equip & Vehicle	1,791	8,408	9,000	592
64410	Rental on Land & Bldgs	0	0	0	0
64420	Rental Equip & Vehicles	2,115	2,116	2,180	64
64500	Construction Services	2,650	6,957	0	(6,957)
64900	Other Purc Property Services	100	123,752	7,200	(116,552)
65190	From Other Sources	0	0	0	0
65210	Property Insurance	21,314	21,314	23,318	2,004
65240	Fleet Insurance	4,898	4,217	4,253	36
65250	Accident Ins for Students	0	0	0	0
65290	Other Insurance	4,484	4,563	4,563	0
65310	Telephone	4,044	3,065	3,076	11
65320	Postage	2,130	3,232	3,503	271
65330	Networking Internet Serv	0	0	0	0
65400	Advertising	384	637	667	30
65500	Printing and Binding	0	0	0	0
65610	To LEA's Within State	0	0	0	0
65800	Travel	0	0	0	0
65810	Travel -Cert In District	5,467	3,100	2,740	(360)
65820	Travel - CLS In District	1,314	1,194	1,180	(14)
65830	Travel-Out of District	0	0	0	0
65840	Travel- Cls out District	0	0	0	0
65850	Travel-Cert Out of State	0	0	0	0

Arkansas Department of Education
Alpena School District
General Operating Funds
Expenditures

		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65860	Travel-Cls Out of State	0	0	0	0
65870	Travel Non-Employee	1,307	1,224	1,176	(48)
65880	Other Pur Serv-Travel	1,273	2,985	3,165	180
65890	Lodging	12,948	13,771	14,233	462
65900	Misc Purchase Service	1,800	1,800	1,800	0
65910	In State/Serv Purch Lea	0	0	0	0
65920	Purch Lea Outside State	0	0	0	0
66100	General Supplies	127,809	108,485	111,000	2,515
66107	Low Value Equipment	792	0	0	0
66210	Natural Gas	31,744	25,348	32,000	6,652
66220	Electricity	60,229	61,016	61,500	484
66240	Oil	0	0	0	0
66260	Gasoline/Diesel	39,066	43,990	47,000	3,010
66290	Other	0	0	0	0
66300	Food	0	0	0	0
66410	Textbooks	41,315	16,321	63,340	47,019
66420	Library Books	1,314	17	20	3
66430	Periodicals	1,199	687	687	0
66440	Audiovisual Materials	539	1,905	1,905	0
66500	Techn Supplies	160	0	0	0
66510	Software	0	0	0	0
66520	Other	0	0	0	0
66527	Low Value Tech Supplies	0	0	0	0
66600	Building Materials	0	0	0	0
66810	Fees	0	0	0	0
66900	Other Supplies & Material	23,377	9,032	9,000	(32)
66910	Tires	0	0	0	0
66920	Parts	0	0	0	0
67100	Land & Improvements	0	75	0	(75)
67200	Buildings	0	0	0	0
67300	Equipment	0	0	0	0
67310	Machinery	0	0	0	0
67320	Vehicles	0	59,900	0	(59,900)
67330	Furniture & Fixtures	2,275	0	0	0
67340	Technology Hardware	1,392	5,002	2,500	(2,502)
67350	Tech- Software	0	0	0	0
67390	Other Equipment	5,295	61,894	4,234	(57,660)
67500	Techn Equip	0	0	0	0
67900	Depreciation	0	0	0	0
68100	Dues & Fees	12,408	12,102	12,420	318
68101	Lic Renew Teachers	0	0	0	0
68200	Judgements against LEA	0	0	0	0
68300	Interest	57,142	38,560	59,257	20,697
68830	Property Tax	0	0	0	0
68900	Misc Expenditures	0	0	0	0
68999	Allocated Charges	0	0	0	0
69100	Redemption of Principal	68,329	78,472	118,567	40,095
69330	To Building Fund	11,136	30,062	18,291	(11,771)
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service	10,696	2,114	0	(2,114)
69400	Overpayment Add Base Fund	44,268	0	0	0
69500	Transits	0	0	0	0
69620	Student Meals District Paid	0	0	0	0

Arkansas Department of Education
Alpena School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
Total Other Exp.		718,980	825,661	751,840	(73,822)
	Total Expenditures	3,869,070	3,845,924	3,673,682	(172,242)

Arkansas Department of Education
North Little Rock School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
12,820,521	76,180,044	74,248,504	14,752,061

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
12,679,765	103,627,319	103,486,563	12,820,521

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
12,147,602	83,336,272	82,804,109	12,679,765

Arkansas Department of Education
North Little Rock School District
General Operating Funds
Revenue

General Operating Funds: 1000|1001|1045|1053|1090|1227|1229|1232|1240|1244|1246|1260|1365|1381|2000|2001|2002|2003|2004|2005|2006|2015|2045|2046|2050|2053|2072|2074|2075|2084|2090|2105|2217|2218|2225|2227|2229|2232|2240|2244|2246|2250|2255|2260|2265|2270|2271|2290|2300|2365|2380|2381|2383|2392|2394|2395|2399|2903|2995|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	13,310,241	15,577,156	16,020,214	443,058
11120	Property Tax Relief	8,327,697	10,338,331	10,115,984	(222,347)
11140	Property Tax- Delinquent	1,894,109	2,214,974	1,614,663	(600,311)
11150	Excess Commission	450,344	460,582	301,821	(158,761)
11160	Land Redemption- In State Sale	266,432	210,171	224,386	14,214
11400	Penalties/Interest on Tax	11,400	3,017	0	(3,017)
13120	Summer School	43,125	21,217	19,000	(2,217)
13140	Day Care	142,906	130,817	105,000	(25,817)
13190	Other Programs	0	8,700	8,000	(700)
15100	Interest On Investments	115,570	97,657	0	(97,657)
19120	Other Rent-Land Owned Lea	27,436	49,620	28,800	(20,820)
19130	Lea Buildings & Facilites	19,120	41,107	36,000	(5,107)
19200	Private Contributions	1,295	3,179	2,000	(1,179)
19510	Other LEA Within State	0	5,473	0	(5,473)
19800	Refunds of Proir Year Expense	4,666,838	792,199	0	(792,199)
19900	Misc Rev. From Local Sources	137,624	596,761	34,000	(562,761)
21200	Severance Tax	8,146	10,563	9,000	(1,563)
21900	Other Revenue from County	2,809	0	0	0
31101	Foundation Funding	35,784,992	34,974,220	34,310,988	(663,232)
31103	98% Tax Collect Rate Guaranteed	335,882	267,599	250,000	(17,599)
31460	Declining Enrollment	0	771,502	656,186	(115,316)
31900	Other	7,134	0	0	0
32211	Reading Programs	0	0	3,700	3,700
32250	Pathwise Mentoring Grant	84,398	58,600	32,000	(26,600)
32251	CWIP Grant	13,895	0	0	0
32253	Pathwise Mentor Training	0	7,145	0	(7,145)
32260	AR Game & Fish Act 799	0	1,375	0	(1,375)
32290	Other Grants and Aid	62,110	0	0	0
32310	Hand Child-Supv/Extend Year	34,380	35,923	34,000	(1,923)
32314	SE ESY	9,324	15,170	15,000	(170)
32350	Early Child Special Ed	1,503,417	1,595,336	711,450	(883,886)
32355	Special Ed Cat. Loss Funding	65,912	0	65,000	65,000
32360	Exceptional Child Grant	3,000	0	0	0
32361	GT Advanced Placement	8,211	7,300	7,300	0
32364	IB Exams-Fees	0	0	0	0
32430	Coord Comp WF ED SP Needs	6,851	12,108	0	(12,108)
32710	Ar Better Chance Grant	2,677,500	2,661,058	2,643,840	(17,218)
32740	Infant/Toddler Program	6,000	0	0	0
32745	Smart Start/Literacy	86,813	88,717	86,500	(2,217)
32755	Smart Start/Lit Staff Development	8,000	0	0	0
32812	Majority Minority	5,565,123	4,266,698	4,240,722	(25,976)
32813	Transportation	1,604,077	1,125,334	1,500,000	374,666
32814	Tr and Ins Court Settlement	2,623,693	2,526,708	2,526,708	(0)
32912	General Facilities	81,531	65,225	48,919	(16,306)
32915	Debt Service Funding	169,400	153,984	140,333	(13,651)
32916	DHS Human Sv Worker Initiative	76,091	77,318	0	(77,318)

Arkansas Department of Education
North Little Rock School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
51100	**Bonded Indebtedness**	0	24,095,000	0	(24,095,000)
51999	**Audit Adjustment Prior Year**	0	(98,129)	0	98,129
52300	**Trans From Building Fund**	3,000,000	0	0	0
52600	**Trans From Federal Grants**	0	0	0	0
52700	**Trans From Student Activity**	0	0	0	0
52800	**Trans From Food Service**	0	0	0	0
52900	**Indirect Cost Reimbursement**	0	216,291	388,530	172,239
53100	**Sale of Equipment**	722	0	0	0
53400	**Compen-Loss Fixed Assets**	92,726	141,312	0	(141,312)
	Total Revenue	**83,336,272**	**103,627,319**	**76,180,044**	**(27,447,275)**

Arkansas Department of Education
North Little Rock School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1001|1045|1053|1090|1227|1229|1232|1240|1244|1246|1260|1365|1381|2000|2001|2002|2003|2004|2005|2006|2015|2045|2046|2050|2053|2072|2074|2075|2084|2090|2105|2217|2218|2225|2227|2229|2232|2240|2244|2246|2250|2255|2260|2265|2270|2271|2290|2300|2365|2380|2381|2383|2392|2394|2395|2399|2903|2995|4000					
		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
60000-62999	Salaries & Benefits	57,102,977	62,415,529	58,007,155	(4,408,374)
Other:					
63120	Management Services	53,297	50,807	0	
63130	Board of Ed Service	5,315	37,322	20,000	(17,322)
63210	Instruction Services	0	1,197	0	
63230	Consulting Educational	452,397	11,873	3,000	(8,873)
63310	PD. Certified	90,919	10,745	43,970	33,225
63320	PD. Classified	17,282	6,914	11,090	4,176
63410	Pupil Service	1,520	500	500	0
63431	Financial Audits	20,500	22,000	28,000	6,000
63440	Legal	3,909	2,198	4,000	1,803
63441	Legal Defense	4,865	29,645	48,000	18,355
63443	Legal Plaintiff NT Sue St	65,271	180,493	150,000	(30,493)
63444	Legal Contracts	0	3,629	4,200	571
63445	Legal Research-Opinion	3,797	3,751	7,600	3,850
63450	Medical	476	490	400	(90)
63460	Information Tech	1,894	545	0	(545)
63490	Other Prof Serv	715,001	688,012	225,800	(462,212)
63491	Security	1,119	1,184	2,400	1,216
63530	Software Maint. & Support	13,930	57,731	0	(57,731)
63590	Other Tech Service	146,975	152,087	220,323	68,236
63900	Other Prof/Tech Service	37,497	29,417	384,029	354,612
64110	Water/Sewer	106,534	114,046	117,719	3,672
64210	Disposal/Sanitation	83,587	95,027	111,400	16,373
64231	Pest Control	23,615	19,310	33,500	14,190
64240	Lawn Care	262,303	274,446	278,800	4,354
64310	Non Tech Rep/Maint	379,066	275,998	404,800	128,802
64320	Tech Rep/Maint	1,119,609	301,907	549,600	247,693
64410	Land and Buildings	36,152	32,287	30,200	(2,087)
64420	Equipment & Vehicles	9,293	16,234	23,640	7,406
64421	Transportation	23,193	29,755	40,902	11,147
64430	Copier/Comp Lease	368,894	382,584	396,000	13,416
64500	Construction Serv	761,917	0	0	0
65210	Property Insurance	443,426	377,950	433,651	55,701
65220	Liability Insurance	0	2,596	5,200	2,604
65240	Fleet Insurance	103,086	102,436	110,000	7,564
65250	Accident Insurance for Students	25,988	56,914	5,000	(51,914)
65290	Other Insurance	34,299	26,733	74,000	47,267
65310	Telephone	239,160	262,810	301,400	38,590
65320	Postage	23,865	46,204	122,915	76,711
65400	Advertising	110,371	104,623	79,000	(25,623)
65500	Printing & Binding	106,883	112,964	167,700	54,736
65610	To LEA Within State	1,123,225	2,644,408	1,519,889	(1,124,519)
65630	To Private Schools	440,913	364,345	359,800	(4,545)
65690	Other Tuition	108,000	0	0	0
65810	Travel Certified	11,169	8,588	17,650	9,062

Arkansas Department of Education
North Little Rock School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65820	Travel Classified	8,946	9,374	8,720	(654)
65830	Travel Certified- Out District	6,700	3,632	4,200	568
65840	Travel Classified-Out District	2,579	1,162	2,860	1,698
65850	Travel Certified-Out State	13,436	8,093	2,800	(5,293)
65860	Travel Classified-Out State	352	2,121	3,400	1,279
65870	Travel Non Employee	4,257	4,820	8,500	3,680
65880	Meals	11,310	8,095	8,300	205
65890	Lodging	41,887	15,112	20,800	5,688
66100	Gen Supplies	2,271,433	1,170,036	2,567,384	1,397,347
66107	Supplies 500-999.99	21,560	2,333	1,600	(733)
66108	Food-Workshops/Meetings	30,738	34,953	20,800	(14,153)
66114	Supplies-Flooring	24,274	172,514	147,000	(25,514)
66115	Supplies-Roofing	17,776	4,205	0	(4,205)
66119	Supplies-Hvac	128,929	106,609	72,000	(34,609)
66210	Natural Gas	296,511	225,391	269,858	44,466
66220	Electricity	1,088,869	1,067,816	1,092,111	24,295
66260	Gasoline	467,535	519,548	482,000	(37,548)
66300	Food-Workshops/Meetings	28,156	0	0	0
66410	Textbooks	287,939	1,052,252	226,948	(825,304)
66420	Library Books	109,143	85,601	50,562	(35,039)
66430	Periodicals	11,426	10,323	12,146	1,823
66440	Audiovisual Materials	7,994	3,864	2,500	(1,364)
66500	Tech Supplies	0	3,496	0	(3,496)
66510	Software	96,937	52,843	95,066	42,223
66520	Tech Supp Other	14,650	7,447	8,100	653
66521	Tech Supp <$1000.00 (Insured)	0	0	2,000	2,000
66527	Tech Supp <$1000.00	152,567	51,582	47,838	(3,744)
66900	Other Supplies & Material	17,914	13,682	4,000	(9,682)
67310	Machinery	1,000	25,086	30,000	4,914
67320	Vehicles	397,400	0	0	
67330	Furniture & Fixtures	5,604	1,264	2,600	1,336
67340	Tech Rel Hardware	673,613	56,754	42,448	(14,306)
67341	Tech Rel Hardware (insured)	14,482	0	0	0
67350	Tech Software	5,076	0	0	0
67390	Other Equipment	103,873	7,465	7,500	35
68100	Dues and Fees	92,534	340,870	157,475	(183,395)
68300	Interest	1,347,332	1,061,618	1,197,849	136,231
68400	Indirect Cost	0	0	0	0
68410	Indirect Cost	0	0	40,440	40,440
68600	Penalties and Interest	248	2,162	0	(2,162)
68700	Out of Court Settlement	5,527	4,581	49,500	44,919
68900	Misc. Expenditures	344	0	0	0
68999	Alloc Charges	-0.4	0	270,039	270,039
69100	Redemption of Principal	525,000	24,030,658	429,936	(23,600,722)
69330	To Building Fund	8,847,969	3,899,664	2,315,993	(1,583,671)
69380	To Food Service Fund	616,057	0	200,000	200,000
69400	Program Funding Return	320,747	61,304	0	(61,304)
Total Other Exp		**25,701,132**	**41,071,034**	**16,241,349**	(24,829,685)
	TOTAL EXPENSE	**82,804,109**	**103,486,563**	**74,248,504**	(29,238,059)

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Summary

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
13,211,766	168,372,051	167,490,837	14,092,979

FY12 as of June 30, 2012			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
2,137,948	194,039,627	182,965,810	13,211,766

FY11 as of June 30, 2011			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
7,458,817	163,849,879	169,170,748	2,137,948

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Revenue

General Operating Funds: 1000, 1001, 1018, 1034, 1035, 1063, 1082, 1084, 1150, 1218, 1227, 1240, 1244, 1246, 1260, 1265, 1290, 1365, 1373, 1383, 1387, 1900, 1903, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2072, 2073, 2074, 2082, 2084, 2150, 2204, 2213, 2218, 2219, 2225, 2227, 2229, 2232, 2234, 2240, 2244, 2246, 2250, 2255, 2260, 2265, 2271, 2290, 2300, 2330, 2331, 2340, 2361, 2362, 2365, 2373, 2376, 2383, 2386, 2387, 2388, 2392, 2394, 2396, 2398, 2399, 2900, 2901, 2903, 2995, 4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	**Property Taxes-Current**	57,428,038	58,825,393	44,983,037	(13,842,356)
11120	**Property Taxes-40% By 6/30**	23,831,569	41,261,607	42,136,353	874,746
11140	**Property Taxes Delinquent**	4,925,020	5,767,740	5,767,740	0
11150	**Excess Commission**	1,422,294	1,458,303	1,458,303	0
11160	**Land Redemp-In State Sale**	849,062	800,345	800,345	(0)
11200	**Sales and Use Tax**	0	0	0	0
11400	**Penalties/Interest on Tax**	0	4,382	4,382	(0)
12800	**Revenue in lieu of Taxes**	47,725	25,520	25,520	(0)
13120	**Tuition- Summer School**	18,241	20,840	20,000	(840)
13140	**Tuition - Day Care**	399,395	270,940	270,940	(0)
13190	**Tuition - Other Programs**	19,080	2,130	0	(2,130)
13195	**Tuition - Cyber Academy**	0	0	0	0
14290	**Trans Fees Other Programs**	0	0	0	0
15100	**Interest on Investments**	124,435	26,136	50,000	23,864
15900	**Other Earnings Investment**	0	758	0	(758)
16910	**Sales inside District**	0	105,000	0	(105,000)
17210	**Sch Sponsored Pictures**	0	0	0	0
17500	**Rev From Enterprise Activity**	0	0	0	0
17590	**Other Contracted Services**	0	0	0	0
17900	**Other Student Activity Revenue**	231,165	74,744	63,376	(11,368)
19130	**Rent Lea Buildings & Facility**	104,263	58,662	20,000	(38,662)
19200	**Private Contributions**	0	16,128	0	(16,128)
19400	**Textbook Sales & Rentals**	0	57	0	(57)
19516	**Staff Development**	0	0	0	0
19800	**Refunds of Prior Year Expenses**	66,115	135,810	0	(135,810)
19900	**Misc. Revenue from Local Sources**	371,104	336,552	11,700	(324,852)
19905	**Jax High Print Sales**	0	0	0	0
19910	**Pact/Pass President**	0	0	0	0
19911	**Teacher Prof Growth-2082**	0	0	0	0
19912	**Support Staff Prog Growth 2084**	0	0	0	0
19913	**Adm Prof Growth-2082**	0	0	0	0
21000	**Unrest Grants-County**	0	0	0	0
21100	**Cnty General Apportionment**	0	0	0	0
21200	**Severance Tax**	15,109	22,371	20,000	(2,371)
22000	**Restricted Grants**	68,240	13,787	0	(13,787)
28000	**Revenue in lieu of Taxes**	0	0	0	0
31100	**State Equalization Aid**	0	0	0	0
31101	**State Foundation Funds**	44,313,364	42,845,370	42,447,890	(397,480)
31102	**Ehnanced Educational Fund**	0	0	0	0
31103	**URT 98% Tax Collection Rate**	940,437	751,006	1,114,563	363,557
31460	**Declining Enrollment**	528,488	1,129,114	0	(1,129,114)
31600	**Incentive Funding**	0	0	0	0

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
31900	**Unrestricted Grants-Other**	0	0	0	0
31910	**Insurance/T Retirement**	0	0	0	0

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
32225	**Ark East Technology Grant**	19,996	20,702	0	(20,702)
32227	**College Prep Enrich Pgm**	0	0	0	0
32229	**High Tech Training Center**	2,900	0	0	0
32232	**Alt Learning Prog Grant**	0	0	0	0
32250	**PQE Induction/Mentoring**	74,167	78,356	78,356	0
32251	**CWIP-Child Wellness Inter**	0	0	0	0
32253	**Pathwise Mentoring Training**	2,700	1,444	0	(1,444)
32260	**Fish and Wildlife Fines**	0	0	0	0
32290	**Other Grants & Aid State**	0	0	0	0
32310	**Hand Child-Supv Extend Year**	65,263	71,313	71,313	0
32314	**Special ED Esy**	10,434	10,360	10,360	0
32330	**Non-Hand Resid Treatment**	1,091,396	1,166,121	1,378,787	212,666
32340	**Hand-Resident Treatment**	1,049,861	1,065,652	1,065,651	(1)
32350	**Early Childhood Sped**	0	0	559,550	559,550
32355	**Catastrophic Occur. Fdg**	481,803	504,058	505,000	942
32361	**Gifted/Talented Advance Pla**	15,900	15,900	0	(15,900)
32371	**Limited English Proficiency**	0	0		0
32430	**Workforce Ed-Spec Needs**	15,950	26,282	2,555	(23,727)
32470	**Tradional Apprenticeship**	131,475	112,686	66,000	(46,686)
32480	**Workforce New Prog Start**	65,792	40,553	0	(40,553)
32611	**DL EQT Grant**	0	0	75,000	75,000
32612	**Ed Coop Technology Ctr**	0	0	18,092	18,092
32710	**AR Better Chance (ABC) Grant**	3,178,171	3,207,600	3,304,800	97,200
32727	**Hippy-ABC**	183,925	222,950	236,250	13,300
32755	**Smart Start Literacy**	6,500	7,490	7,490	0
32811	**Pulaski Co Magnet Revenue**	215,833	123,333	154,167	30,834
32812	**M to M Revenue**	9,769,680	11,638,588	10,899,445	(739,143)
32813	**Magnet & M to M Transport**	2,124,669	2,288,032	2,455,952	167,920
32814	**Teacher Ret/Ins**	7,871,077	7,580,124	7,580,124	0
32901	**Tobacco Excise Tax Grant**	5,000	0	0	0
32910	**Worker's Comp Insurance**	0	0	0	0
32912	**General Facilities**	115,017	92,013	69,010	(23,003)
32915	**Debt Service Funding Supp**	0	0	0	0
32917	**Department of Health**	0	0	0	0
32920	**Ar Game & Fish Grant**	0	6,175	0	(6,175)
32990	**African American Grant**	0	0	0	0
42100	**Forest Reserve**	8,309	160	0	(160)
42500	**Impact Aid**	331,707	255,749	255,000	(749)
42900	**Other Un/l Federal-State**	0	0	0	0
51100	**Bonded Indebtedness**	689,204	0	0	0
51999	**Audit Adj Prior Yr Errors**	0	(1,138,577)	0	1,138,577
52300	**Transfer-Building Fund**	0	9,856,316	0	(9,856,316)
52900	**Indirect Expense Reimbursement**	237,262	377,660	385,000	7,340
53100	**Sale of Equipment**	11,722	57,100	0	(57,100)
53400	**Compen-Loss Fixed Assets**	371,021	47,252	0	(47,252)
56400	**Extraordinary Items**	0	2,351,537	0	(2,351,537)
	Total	**163,849,879**	**194,039,627**	**168,372,051**	**(25,667,576)**

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Expenditures

General Operating Funds: 1000, 1001, 1018, 1034, 1035, 1063, 1082, 1084, 1150, 1218, 1227, 1240, 1244, 1246, 1260, 1265, 1290, 1365, 1373, 1383, 1387, 1900, 1903, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2072, 2073, 2074, 2082, 2084, 2150, 2204, 2213, 2218, 2219, 2225, 2227, 2229, 2232, 2234, 2240, 2244, 2246, 2250, 2255, 2260, 2265, 2271, 2290, 2300, 2330, 2331, 2340, 2361, 2362, 2365, 2373, 2376, 2383, 2386, 2387, 2388, 2392, 2394, 2396, 2398, 2399, 2900, 2901, 2903, 2995, 4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Expenditures					
60000-62999	Salaries & Benefits	134,179,461	135,951,082	128,790,063	(7,161,019)
Other:					
63110	Staff Service	70,869	16,470	20,500	4,030
63111	Substitute Staff Service	18,169	16,868	20,000	3,132
63120	Management Service Consul	40,000	2,000	0	(2,000)
63130	Board of Ed Services	0	0	0	0
63210	Prof Ed Instruct Ser	223,056	157,256	276,908	119,652
63220	Inst Program-Improvement Svs	0	0	0	0
63230	Consulting - Educational	7,200	2,400	9,879	7,479
63240	Student Assessment	0	0	0	0
63310	Training/Devel. Service Cert.	28,322	27,037	85,456	58,418
63320	Training/Devel. Service-Cls	18,508	39,502	39,634	132
63410	Pupil Services	0	0	70,000	70,000
63420	Engineering	1,562	450	403	(47)
63430	Accounting	6,161	15,566	3,648	(11,918)
63431	Audit Services	47,500	2,500	5,000	2,500
63441	Legal-Litigation Defense	0	39,787	39,000	(787)
63445	Legal-Research & Opinions	629,919	602,295	495,000	(107,295)
63450	Medical	611	0	1,800	1,800
63460	Information Technology	8,840	88,640	95,000	6,360
63470	Architectural	0	0	1,843	1,843
63490	Other Prof. Service	243,931	121,267	120,049	(1,218)
63530	Software Supp	0	23,722	50,200	26,478
63590	Other Tech Services	82,625	104,727	78,990	(25,737)
63900	Other Purc Prof/Tech Service	430,061	579,637	513,463	(66,174)
64110	Water/Sewer	324,406	360,869	429,123	68,254
64210	Disposal/Sanitation	343,909	300,015	353,400	53,385
64230	Custodial	33,405	0	0	0
64240	Lawn Care	276,870	386,701	383,000	(3,701)
64310	Non-Tech Repairs & Maint.	130,740	3,116,360	1,162,656	(1,953,705)
64312	Helmet Repair	0	0	25,000	25,000
64320	Tech Repairs & Maint.	141,089	130,885	183,173	52,288
64410	Rent of Land/Buildings	202,862	159,730	194,831	35,101
64420	Rental of Equipment	599,952	570,941	710,715	139,775
64430	Rental of computers	0	0	0	0
64500	Construction Services	276,933	39,363	500,000	460,637
64900	Other Purc. Property Service	50,487	75,989	94,400	18,411
65190	From Other Sources	2,500	2,000	2,500	500
65210	Property Insurance	1,120,953	1,321,265	1,453,392	132,127
65240	Fleet Insurance	226,651	234,942	260,000	25,058
65250	Athletic Insurance	0	87,024	72,831	(14,193)
65290	Other Insurance	40,071	33,434	27,327	(6,107)
65310	Telephone	342,194	391,636	392,024	388
65320	Postage	34,231	66,381	82,882	16,501

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Expenditures

Expenditures		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
65330	Networking/Internet	739	4,212	2,705	(1,507)
65400	Advertising	112,957	89,117	144,486	55,369
65500	Printing and Binding	57,770	47,627	75,456	27,829
65610	Tuition	3,248,526	4,011,230	3,000,000	(1,011,230)
65640	Interm Agency-In State	2,413,951	2,434,959	2,382,708	(52,251)
65650	Interm Agency-Out of State	0	9,480	61,730	52,250
65690	Other Tuition	0	0	0	0
65810	Trvl Cert In District	49,205	45,456	85,480	40,024
65820	Trvl CLS In District	11,168	12,072	31,007	18,935
65830	Trvl Cert-Out District	23,918	20,213	39,366	19,153
65840	Trvl Cls Out District	5,050	6,495	5,723	(772)
65850	Trvl Cert Out State	20,843	14,435	7,947	(6,488)
65860	Trvl Cls Out State	1,358	1,424	900	(524)
65870	Travel Non Employee-local	11,673	5,208	45,725	40,517
65871	Field Trips	21,426	11,716	12,805	1,089
65872	Athletic Travel	70,666	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	0	0	0
65900	Misc. Purchased Service	46,935	13,988	440	(13,548)
65910	Service Purchased Locally	126,400	129,900	34,867	(95,033)
66100	General Supplies	2,168,951	1,899,998	3,378,873	1,478,875
66101	Custodial Supplies	227,127	240,696	268,738	28,042
66105	Norm Referenced Testing	493	1,994	5,870	3,876
66107	General Supplies-Low Value	23,760	1,415	65,310	63,896
66110	Mandated Classroom Supply	301,937	308,811	379,416	70,605
66111	Media Supplies	4,253	1,036	2,513	1,477
66112	Mini Grant	5,749	5,563	0	(5,563)
66210	Natural Gas	499,637	410,865	445,512	34,646
66220	Electricity	1,744,428	1,913,562	2,071,887	158,326
66240	Oil	35,149	27,285	27,500	215
66260	Gasoline/Diesel	1,776,124	2,026,531	2,210,003	183,472
66300	Food	134,376	0	0	0
66410	Textbooks	1,164,784	1,052,924	1,161,088	108,164
66420	Library Books	121,582	125,236	92,403	(32,832)
66430	Periodicals	14,090	8,564	21,326	12,762
66440	Audiovisual Materials	25,748	24,404	31,669	7,265
66510	Software	47,453	37,461	13,597	(23,864)
66520	Other	0	0	45,463	45,463
66527	Low Value Equip Tec Suppl	227,052	254,105	648,357	394,252
66600	Building Materials	0	0	5,500	5,500
66700	Warehouse Invent Adjust	0	0	0	0
66900	Other Supplies & Material	0	0	0	0
66910	Tires and Tubes	131,295	122,721	126,250	3,529
67300	Equipment	0	0	25,244	25,244
67310	General Equipment/Mach.	0	4,872	0	(4,872)
67320	Vehicles	1,014,522	173,695	2,235,526	2,061,831
67330	Furniture and Fixtures	4,910	18,339	48,737	30,398

Arkansas Department of Education
Pulaski County Special School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
67340	Technology Related Hardware	242,625	129,004	305,584	176,579
67350	Technology Software	7,322	15,054	21,731	6,678
67390	Other Equipment	331,403	208,014	259,424	51,410
68100	Dues & Fees	737,384	112,611	118,635	6,024
68200	Judgements against LEA	75,000	149,418	0	(149,418)
68300	Interest-Regular Activity	6,006,424	6,230,034	5,794,034	(435,999)
68400	Indirect Cost	0	0	0	0
68600	Penalty and Interest	215,748	20,552	0	(20,552)
68700	Out of Court Settlements	0	250	0	(250)
68800	Taxes	0	0	0	0
68820	Improvement Tax	47,458	0	0	0
68830	Property Tax	0	0	0	0
68900	Misc Expenditures	15,844	806	30,000	29,194
68999	Allocated Charges	0	(42,985)	(30,000)	12,985
69100	Redemption of Principal	2,996,532	3,369,034	3,732,191	363,157
69330	Transfer to Building Fund	1,349,248	11,584,222	973,024	(10,611,198)
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service Fund	950,813	603,448	0	(603,448)
69400	Prog Return-Prior Year	114,890	0	0	0
Total Other Exp.		**34,991,286**	**47,014,728**	**38,700,775**	**(8,313,953)**
	Total Expenditures	**169,170,748**	**182,965,810**	**167,490,837**	**(15,474,972)**

Arkansas Department of Education
Strong-Huttig School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
983,187	3,601,541	3,552,226	1,032,502

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
797,515	3,489,618	3,303,946	983,187

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
758,242	3,959,992	3,920,719	797,515

Arkansas Department of Education
Strong-Huttig School District
General Operating Funds
Revenue

General Operating Funds: 1000|1001|1218|1246|1265|1920|2000|2001|2120|2170|2218|2222|2232|2236|2240|2246|2265|2271|2340|2369|2376|2383|2392|2394|2920|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11100	Property Taxes	0	0	0.00	0
11110	Property Taxes Current	1,029,134	868,309	1,227,309	359,000
11115	Property Taxes Relief Fund	0	0	0	0
11120	Property Tax-40% by 6/30	407,122	284,450	0	(284,450)
11125	Property Tax Relief Fund	0	0	0	0
11140	Property Tax Delinquent	91,214	112,154	100,000	(12,154)
11150	Excess Commission	44,442	45,758	45,000	(758)
11160	Land Redemp-In State Sale	0	0	0	0
11400	Penalties/Interest on Tax	0	0	0	0
15100	Interest on Investments	1,063	1,352	1,000	(352)
19120	Other Rent-Land Owned Lea	25,150	19,835	20,000	165
19800	Refunds of Prior Yr Expenditures	41,935	15,347	10,000	(5,347)
19900	Misc Rev from Local Sources	34,555	871	1,000	129
21200	Severance Tax	39,183	50,412	50,000	(412)
31101	State Foundation Funding	1,762,364	1,705,013	1,746,578	41,565
31102	Enhanced Educ Fund	0	0	0	0
31103	98% URT	10,603	21,451	20,000	(1,451)
31400	Transportation Aid	0	10,016	10,000	(16)
31460	Declining Enrollment	253,147	0	0	0
31620	Supplemental Milleage Inc	11,649	9,319	6,990	(2,329)
31900	Other	0	0	0	0
32226	Recruitment/Retention	137,700	103,553	103,500	(53)
32232	High Gaines	0	0	0	0
32236	Strong Choices	0	0	0	0
32249	Isolated Special Need Small Sch	0	137,653	135,000	(2,653)
32250	Mentoring	13,329	0	0	0
32260	Fish and Wildlife	1,315	2,925	2,500	(425)
32310	Hand Child-Supv/Extend Yr	1,932	1,838	1,800	(38)
32355	Early Child Pilot Parent	39,323	51,291	67,325	16,034
32361	AP Exams	0	200	0	(200)
32480	Vocational New Program Start-Up	0	0	0	0
32735	Parent Involvement Grant	0	0	0	0
32755	Smart Start Literacy	0	0	0	0
32912	General Facilities	7,245	5,796	4,347	(1,449)
32915	Debt Service Funding	7,586	7,531	8,192	661
32990	Other Grants & State Aid	0	0	0	0
41300	Revenue in Lieu of Taxes	0	29,032	41,000	11,968
51100	Bonded Indebtedness	0	0	0	0
52300	Trans from Building Fund	0	5,511	0	(5,511)
52901	Consolidation Money	0	0	0	0
53200	Sale of Building and Grounds	0	0	0	0
	Total Revenue	**3,959,992**	**3,489,618**	**3,601,541**	**111,923**

Arkansas Department of Education
Strong-Huttig School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1001|1218|1246|1265|1920|2000|2001|2120|2170|2218|2222|2232|2236|2240|2246|2265|2271|2340|2369|2376|2383|2392|2394|2920|4000					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	2,895,836	2,498,126	2,641,133	143,006
Other:					
63220	Subteach-Substitute Pay	0	0	51,000	51,000
63310	Pro Dev Certified	225	0	0	0
63320	Classified Prof Development	0	0	0	0
63400	Technical	0	0	0	0
63445	Legal -Research and Opinion	0	0	0	0
63470	Architectural	0	2,020	0	(2,020)
63490	Other Technical Services	0	0	0	0
63590	Other Tech Service	0	0	0	0
63900	Other Purc Prof/Tech Serv	357,802	271,319	217,600	(53,719)
64110	Water/Sewer	7,122	8,452	9,000	548
64210	Disposal/Sanatation	0	0	0	0
64310	Building and Grounds	0	0	0	0
64320	Equipment & Vehicles	6,396	5,836	6,500	664
64420	Equip & Vehicle Lease/Ren	14,995	14,978	15,000	22
64500	Construction Services	0	0	0	0
64620	Building Acquisitions	0	0	0	0
65120	Another Lea Outside State	0	0	0	0
65210	Property Insurance	318	24,649	26,000	1,351
65220	Liability Insurance	4,075	4,175	4,200	25
65240	Fleet Insurance	5,611	4,710	5,000	290
65250	Accident Ins for Students	6,372	6,372	7,000	628
65300	Communications	0	0	0	0
65310	Telephone	15,572	16,346	16,500	154
65320	Postage	2,452	2,887	3,100	213
65400	Advertising	1,164	1,569	1,600	31
65610	Tuition LEA's Within State	0	0	0	0
65800	Travel	0	0	0	0
65810	Travel - Cert-In District	7,617	8,788	8,400	(388)
65820	Travel - CLS In District	2,118	1,223	1,900	677
65910	Services Purchased Locally	0	0	0	0
66100	General Supplies	191,698	100,096	107,500	7,404
66107	L Value Equip Supplies	0	0	0	0
66110	Reimbursible Supplies	0	0	0	0
66210	Natural Gas	49,592	21,654	23,000	1,346
66220	Electricity	71,349	20,543	80,000	59,457
66230	Bottled Gas	0	0	0	0
66240	Oil	0	0	0	0
66260	Gasoline/Diesel	45,978	27,194	62,000	34,806
66410	Textbooks	20,237	3,753	21,000	17,247
66420	Library Books	0	0	0	0
66430	Periodicals	185	0	400	400
66440	Audiovisual Materials	0	0	0	0
66510	Software	3,809	5,719	5,000	(719)
66527	Tech Sup Less Than 1000.0	0	0	0	0

Arkansas Department of Education
Strong-Huttig School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
67200	Buildings	0	0	0	0
67300	Equipment	0	0	0	0
67310	Machinery	0	0	0	0
67320	Vehicles	0	0	0	0
67330	Furniture & Fixtures	0	0	0	0
67340	Tech Hardware over 1000.0	0	0	0	0
67390	Other Equipment	0	0	0	0
67900	Depreciation	0	0	0	0
68100	Dues & Fees	7,669	9,024	9,450	426
68300	Interest	72,226	48,326	44,582	(3,745)
68999	Athletic Tranp & Maint & Oper	0	84,686	0	(84,686)
69100	Redemption of Principal	109,369	87,682	131,362	43,680
69380	To Food Service	20,933	21,700	54,000	32,300
69400	Program Funding Return	0	2,119	0	(2,119)
Total Other Exp.		**1,024,883**	**805,820**	**911,094**	**105,274**
	Total Expenditures	**3,920,719**	**3,303,946**	**3,552,226**	**248,280**

Arkansas Department of Education
Western Yell County School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
125,827	4,070,269	3,969,310	226,785

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
598,909	3,754,606	4,227,688	125,827

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
967,234	4,078,674	4,446,999	598,909

Arkansas Department of Education
Western Yell County School District
General Operating Funds
Revenue

General Operating Funds:1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	1,034,453	771,122	853,153	82,031
11115	Property Taxes Relief	45,432	66,367	0	(66,367)
11120	Property Tax 40% by 6/30	371,772	288,586	288,586	0
11125	Property Tax Relief	0	0	0	0
11140	Property Tax Delinquent	67,947	49,039	50,000	961
11150	Excess Commission	34,279	22,368	20,000	(2,368)
11160	Land Redemption	6,043	7,543	6,000	(1,543)
11400	Penalties/Interest on Tax	0	0	0	0
11500	Unapportioned Taxes	0	0	0	0
12800	Rev In Lieu Of Taxes	0	0	0	0
13100	From Individuals	3,086	17,040	3,500	(13,540)
13290	Other Programs	16,260	0	0	(0)
14240	Fees From Vocational Ed	0	0	0	0
15100	Interest on Investments	5,415	3,463	1,000	(2,463)
19120	Other Rent-Land Owned LEA	4,742	7,561	6,000	(1,561)
19130	LEA Buildings & Facilities	450	1,200	1,000	(200)
19200	Private Contributions	0	0	0	0
19300	Sales of Supplies & Materials	0	13,607	0	(13,607)
19800	Refunds of Prior Yr Expenditures	11,267	4,315	0	(4,315)
19900	Misc Revenue from Local Sources	34,426	26,516	30,000	3,484
21100	City General Apportionment	0	0	0	0
21200	Severance Tax	0	0	0	0
21900	Other Rev From County	0	0	0	0
22000	Restricted Grants-In-Aid	0	0	0	0
31101	State Foundation Funding	1,745,644	1,832,951	1,833,781	830
31102	Enhanced Educational Fund	0	0	0	0
31103	98% URT	3,608	18,552		(18,552)
31450	Student Growth	13,909	0	0	0
31460	Declining Enrollment	0	73,421	76,113	2,692
31620	Supplement Millage	19,013	15,210	11,408	(3,802)
31900	Other	0	0	0	0
32226	High Priority	0	0	0	0
32232	AR School Recognition Program	0	0	0	0
32250	Teacher Enhancement Grant	4,771	6,200	5,000	(1,200)
32251	CWIP	0	0	0	0
32260	Game and Fish Funds	622	430	400	(30)
32310	Hand Child-Supv/Extend Yr	2,048	1,880	1,800	(80)
32314	Extended School Year	0	0	0	0
32330	Non-Hand-Resid Treatment	0	0	0	0
32340	Hand-Resident Treatment	0	0	0	0
32350	Early Child/Medicaid Match	0	0	0	0
32355	Sp Ed Catastophic	41,182	36,493	0	(36,493)
32361	G/T Advanced Placement	1,300	500	500	0
32430	Workforce Spec Needs Proj	0	0	0	0

Arkansas Department of Education
Western Yell County School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32480	New Program Start Up	0	0	0	0
32710	ABC Grant	126,872	130,534	145,800	15,266
32790	Other-Preschool	0	0	0	0
32912	General Facilities Fund	4,810	3,848	2,886	(962)
32915	Debt Service Supplement	3,241	5,380	6,141	761
32920	AGF/Wild School Yard	0	0	0	0
32990	Other Grants	0	0	0	0
41300	Rev In Lieu Of Taxes	0	0	0	0
42100	Forest Reserve	113,832	112,530	112,000	(530)
42200	Flood Control	39,826	15,660	15,000	(660)
42300	Mineral Leases	413	127	200	73
51100	Proceeds From Bond Sale	0	3,166	0	(3,166)
51200	Revolving Loans	0	174,000	0	(174,000)
51400	Current Loans	0	0	600,000	600,000
51900	Misc. Non Revenue	0	0	0	0
51999	Audit Adj prior year	0	0	0	0
52300	Transfer from Building Fund	322,013	0	0	0
52700	Transfer from Student Activity	0	0	0	0
52800	Transfers from Food Service Fund	0	0	0	0
52900	Indirect Cost Reimbursement	0	0	0	0
53400	Compen-Loss Fixed Assets	0	44,998	0	(44,998)
56400	Extraordinary items	0	0	0	0
	Total Revenue	**4,078,674**	**3,754,606**	**4,070,269**	**315,663**

Arkansas Department of Education
Western Yell County School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	3,073,559	3,066,156	2,639,239	(426,917)
Other:					
63120	Management Services	0	0	46,740	46,740
63130	Board of Ed Services	0	0	0	0
63210	Instructional	74,895	50,646	0	(50,646)
63220	Instructional program	0	0	0	0
63240	Student Assessment	0	0	0	0
63310	Certified/Prof Dev Training	0	0	0	0
63320	Classified/Prof Training	0	0	0	0
63410	Pupil Services	593	0	0	0
63440	Legal	0	0	0	0
63441	Legal Defense District	0	0	0	0
63444	Legal Contract Prep	0	0	0	0
63445	Legal Advise	0	0	0	0
63450	Medical	3,900	3,900	0	(3,900)
63470	Architectural	0	0	0	0
63490	Other Professional Service	1,888	2,127	1,700	(427)
63510	Data Processing and Coding	0	0	0	0
63530	Software Support	0	0	0	0
63590	Other Technical Services	0	0	0	0
63900	Other Purc Prof Tech Serv	12,240	16,171	16,200	29
64110	Water/Sewer	11,467	13,547	14,000	453
64210	Disposal/Sanitation	5,760	5,926	5,400	(526)
64230	Custodial	14,108	9,581	4,200	(5,381)
64240	Lawn Care	4,275	4,275	8,600	4,325
64310	Rep/Maint -Building & Grounds	82,146	155,073	82,663	(72,410)
64320	Rep/Maint - Equip & Vehicle	0	0	0	0
64410	Rental on Land & Bldgs	0	0	0	0
64420	Rental Equip & Vehicles	0	0	0	0
64430	Rental-Comp & Related	13,936	14,037	14,000	(37)
64500	Construction Services	0	0	0	0
64900	Other Purc Property Services	0	0	0	0
65210	Property Insurance	22,158	22,490	27,731	5,241
65220	liability Insurance	0	0	0	0
65240	Fleet Insurance	3,066	3,094	3,304	210
65250	Accident Ins for Students	0	0	0	0
65290	Other Insurance	0	0	0	0
65310	Telephone	13,810	13,962	14,000	38
65320	Postage	3,077	3,067	3,100	33
65330	Networking Internet Serv	0	0	0	0
65400	Advertising	2,973	2,076	2,000	(76)
65500	Printing and Binding	1,608	983	1,000	17
65610	To LEA's Within State	8,169	8,200	7,900	(300)

Arkansas Department of Education
Western Yell County School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65640	Interm Agncy-In State	0	0	0	0
65690	Other Tuition	3,801	3,983	0	(3,983)
65800	Travel	0	0	0	0
65810	Travel -Cert In District	0	0	0	0
65820	Travel - CLS In District	568	788	0	(788)
65830	Travel-Out of District	9,116	7,471	6,000	(1,471)
65840	Travel- Cls out District	3,202	4,200	4,020	(180)
65870	Travel Non-Employee	0	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	0	0	0
65900	Misc Purchase Service	0	0	0	0
65910	In state/Serv purch Lea	3,907	0	0	0
66100	General Supplies	103,925	64,625	44,981	(19,644)
66107	Low Value Equipment	0	0	0	0
66210	Natural Gas	32,008	23,709	30,000	6,291
66220	Electricity	80,397	80,482	85,000	4,518
66240	Oil	833	46	500	454
66260	Gasoline/Diesel	40,392	46,521	50,000	3,479
66410	Textbooks	25,848	11,858	2,500	(9,358)
66420	Library Books	1,753	0	0	0
66430	Periodicals	318	369	0	(369)
66440	Audiovisual Materials	0	0	0	0
66500	Techn Supplies	0	0	0	0
66510	Software	292	0	0	0
66520	Tech Support/Upgrade	14,358	0	0	0
66527	Low Value tech Supplies	0	150	0	(150)
66900	Suppl 100-499	0	0	0	0
67320	Vehicles	0	151,375	0	(151,375)
67330	Furniture & Fixtures	0	0	0	0
67340	Technology Hardware	7,707	0	0	0
67350	Tech- Software	0	0	0	0
67390	Other Equipment	0	0	0	0
68100	Dues & Fees	46,528	52,654	47,708	(4,945)
68101	Lic Renew Techers	0	0	0	0
68200	Judgements against LEA	0	0	0	0
68300	Interest	137,663	75,475	114,072	38,597
68900	Misc Expenditures	0	0	0	0
68999	Allocated Charges	0	0	0	0
69100	Redemption of Principal	91,547	62,753	692,753	630,000
69330	To Building Fund	489,208	245,922	0	(245,922)
69380	To Food Service	0	0	0	0
69400	Program Funding Return	0	0	0	0
69620	Student Meals District Paid	0	0	0	0
Total Other Exp.		1,373,439	1,161,532	1,330,072	168,540
	Total Expenditures	4,446,999	4,227,688	3,969,310	(258,378)

Arkansas Department of Education
West Side School District
General Operating Funds
Summary

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
1,665,941	3,824,829	3,604,615	1,886,155

FY12 as of June 30, 2012			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2012
1,013,736	4,290,181	3,637,977	1,665,941

FY11 as of June 30, 2011			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
909,103	4,914,284	4,809,650	1,013,736

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
West Side School District
General Operating Funds
Revenue

General Operating Funds:
1000|1246|1290|2000|2001|2002|2006|2009|2099|2101|2217|2218|2232|2240|2246|2271|2290|2340|2361|2365|2392|2393|4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	**Property Taxes Current**	1,732,658	2,095,503	2,141,431	45,928
11115	**Prop Tax Relief-Sales Tax**	67,931	0	0	0
11120	**Property Tax 40%**	1,110,226	1,290,356	1,145,150	(145,205)
11125	**Property Tax Rel. 40%**	228,746	0	0	0
11140	**Property Tax Delinquent**	162,726	61,361	61,000	(361)
11150	**Excess Commission**	4,908	32,609	32,500	(109)
11160	**Land Redemption**	207,229	196,013	100,550	(95,463)
11400	**Penalties/Interest on Tax**	0	0	0	0
12900	**Other Local Non-LEA Revenue**	0	0	0	0
15100	**Interest on Investments**	14,860	14,831	5,000	(9,831)
19000	**Other Rev-Local Sources**	0	0	0	0
19130	**LEA Buildings & Facilities**	5,190	8,000	6,000	(2,000)
19200	**Private Contributions**	2,000	1,000	0	(1,000)
19300	**Sales of Supplies & Material**	437	0	0	0
19516	**Staff Development**	0	0	0	0
19800	**Refunds of Prior Yr Expenditures**	995	15,505	0	(15,505)
19900	**Misc Revenue from Local Sources**	3,398	2,285	0	(2,285)
21200	**Severance Tax**	483	418	0	(418)
31101	**State Foundation Funding**	0	0	0	0
31102	**Enhanced Educational Fund**	0	0	0	0
31103	**98% Tax Collection Rate GTD**	0	0	0	0
31400	**Transportation Aid**	0	0	0	0
31460	**Declining Enrollment**	0	68,352	112,837	44,485
31620	**Supp Millage Incentive**	0	0	0	0
31900	**Other**	0	0	0	0
32227	**College Prep Enrich Pgm**	0	0	0	0
32232	**Alt Learn Prog**	0	0	0	0
32250	**Mentoring Program**	2,600	2,600	1,200	(1,400)
32251	**CWIP Grant**	13,895	0	0	0
32260	**AR Game and Fish**	0	10,370	0	(10,370)
32290	**Oth Grants/Aid State**	0	0	0	0
32310	**Hand Child-Supv/Extend Yr**	2,103	1,901	1,911	10
32314	**Sp Ed Extended School Year**	0	0	0	0
32330	**Non Hand Resid Treatment**	0	0	0	0
32340	**Hand Resident Treatment**	0	0	0	0
32361	**G/T Advanced Placement**	1,780	150	0	(150)
32430	**Voc Spec Needs Project**	0	0	0	0
32480	**Voc New PGM Start-Up**	49,180	0	0	0
32610	**Ed Services Cooperative**	0	0	0	0
32710	**AR Better Chance (ABC) Grant**	46,725	47,250	47,250	0
32727	**AR/Hippy (AR DHS)**	0	0	0	0
32740	**Inf/Tod Prog DHS**	0	0	0	0
32909	**Coord Sch Health**	0	0	0	0

Arkansas Department of Education
West Side School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32910	**Workers Comp Insurance**	0	0	0	0
32912	**General Facilities Funding**	0	0	0	0
32915	**Debt Service Funding**	0	0	0	0
32917	**Dept Of Health**	0	0	0	0
32990	**Other Grants and Aid**	0	0	0	0
41100	**Sch Aid-Fed AFF Area M/O**	0	0	0	0
42200	**Flood Control**	89,297	90,789	70,000	(20,789)
42300	**Mineral Leases**	15,617	94	0	(94)
42500	**Impact Aid**	335,354	347,395	100,000	(247,395)
51100	**Bonded Indebtedness**	0	0	0	0
51200	**Revolving Loans**	0	0	0	0
51300	**Postdated Warrant**	808,900	0	0	0
52300	**Transfer from Building Fund**	0	0	0	0
52600	**Transfer from Federal Grants**	0	0	0	0
52800	**Transfer from Food Service**	7,047	0	0	0
52900	**Indirect Cost**	0	0	0	0
53100	**Sale of Equipment**	0	3,400	0	(3,400)
53400	**Compen-Loss Fixed Assets**	0	0	0	0
	Total Revenue	**4,914,284**	**4,290,181**	**3,824,829**	**(465,353)**

Arkansas Department of Education
West Side School District
General Operating Funds
Expenditures

General Operating Funds:
1000|1246|1290|2000|2001|2002|2006|2009|2099|2101|2217|2218|2232|2240|2246|2271|2290|2340|2361|2365|2392|2393|4000

		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
60000-62999	Salaries & Benefits	3,332,646	2,559,658	2,549,320	(10,338.16)
Other:					
63120	Management Services	968	950	950	0
63130	Board of Ed Services	14	442	500	58
63210	Pur Svcs-Inst-Prof/Tech	0	2,251	0	(2,251)
63220	Inst PRGM-Improvement Svs	0	0	0	0
63230	Consulting - Educational	0	0	0	0
63310	Prof Dev	330	0	0	0
63320	Cls Prof Dev	365	775	3,000	2,225
63410	Pupil Services	44,398	20,224	57,055	36,831
63420	Statistical Services	1,559	0	0	0
63445	Legal-Research/Opinions	0	0	0	0
63450	Medical	21	842	370	(472)
63470	Architectural	0	0	0	0
63490	Other Professional Services	810	820	0	(820)
63590	Other Technical Services	0	0	0	0
63900	Other Purc Prof Tech Serv	727	4,950	33,300	28,350
63920	Other Prof-Copier	0	0	0	0
64110	Water/Sewer	8,900	8,277	8,300	23
64210	Disposal/Sanitation	6,992	7,192	7,200	8
64230	Custodial	7,420	5,748	6,000	252
64240	Lawn Care	0	0	0	0
64310	Non-Tech Repairs/Maint	89,727	28,124	24,500	(3,624)
64320	Tech Rel Repairs	0	54	0	(54)
64410	Land & Bldgs	0	0	0	0
64420	Equip & Vehicles	0	0	6,000	6,000
64500	Construction Services	551,952	0	0	0
64900	Other Purc Property Services	0	0	0	0
65210	Property Insurance	26,101	26,101	22,501	(3,600)
65220	Liability Insurance	3,325	3,425	3,500	75
65240	Fleet Insurance	0	0	4,905	4,905
65250	Accident Ins for Students	0	0	0	0
65290	Other Insurance	275	275	275	0
65310	Telephone	6,334	6,904	6,902	(2)
65320	Postage	2,797	3,488	3,000	(488)
65400	Advertising	1,084	919	750	(169)
65500	Printing & Binding	312	530	500	(30)
65610	To LEAs Within State	7,084	2,706	0	(2,706)
65800	Travel Expenses	0	0	0	0
65810	Travel-CE In Dist	652	961	2,500	1,539
65820	Trvl CLS In District	2,974	2,665	5,178	2,513
65870	Travel Non-Employee	0	0	1,000	1,000
65880	Meals	0	0	0	0
65890	Lodging	107	0	0	0
65900	Misc Purc Svs	0	0	0	0
65910	Service Purchased Locally	4,025	8,122	31,017	22,895
66100	General Supplies	81,629	56,736	72,072	15,336

Arkansas Department of Education
West Side School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
66101	Sup&Mat/Unit Maint	0	0	0	0
66107	Equip Un 1000	0	0	0	0
66180	Bldg/Grnd-S&M Supp&Mater	0	0	0	0
66210	Natural Gas	0	0	0	0
66220	Electricity	97,305	65,426	69,351	3,926
66230	LP Gas	22,556	15,757	16,702	945
66240	Oil	0	600	500	(100)
66250	Coal/Wood	0	0	0	0
66260	Gasoline/Diesel	39,407	47,143	47,000	(143)
66410	Textbooks	43,007	11,330	10,000	(1,330)
66420	Library Books	3,637	112	1,000	888
66430	Periodicals	0	0	0	0
66500	Techn Supplies	10,620	962	600	(362)
66510	Software	18,590	0	10,000	10,000
66527	Low Value Tech Supplies	0	0	20,403	20,403
66900	Other Supplies & Material	0	0	0	0
66910	Tires	5,372	3,412	4,000	588
67100	Land & Improvements	8,798	0	0	0
67200	Buildings	0	0	0	0
67310	Machinery	8,236	0	0	0
67320	Vehicles	0	73,798	0	(73,798)
67330	Furniture & Fixtures	651	0	0	0
67340	Tech Rel Hardware	42,555	0	32,897	32,897
67350	Tech Software	0	0	0	0
67390	Other Equip-Over 1000	0	0	0	0
68100	Dues & Fees	14,641	5,840	4,365	(1,475)
68200	Judgement Against LEA	0	0	0	0
68300	Interest	150,795	104,127	119,650	15,523
68400	Indirect Cost	0	0	0	0
68900	Miscellaneous Expenditure	267	0	0	0
68999	Athletic	96	0	0	0
69100	Redemption of Principal	120,000	303,669	106,890	(196,780)
69330	To Building Fund	0	242,192	310,661	68,469
69370	To Student Activity Fund	0	0	0	0
69380	To Food Service Fund	39,588	0	0	0
69400	Program Funding Return	0	10,472	0	(10,472)
Total Other Exp.		**1,477,004**	**1,078,319**	**1,055,295**	**(23,024)**

Arkansas Department of Education
Bismarck School District
General Operating Funds
Summary

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
833,845	7,422,152	7,116,670	1,139,327.02

FY12 as of June 30, 2012			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
872,929	7,375,836	7,414,919	833,845

FY11 as of June 30, 2011			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
1,329,885	6,880,323	7,337,279	872,929

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Bismarck School District
General Operating Funds
Revenue

General Operating Funds : 1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	1,207,047	1,205,995	1,214,559	8,565
11115	Prop Tax Relief-Sales Tax	116,089	82,473	442,999	360,527
11120	Property Tax 40%	294,908	449,709	52,615	(397,094)
11125	Property Tax Rel. 40%	259,970	295,439	403,676	108,236
11140	Property Tax Delinquent	164,520	172,188	166,098	(6,090)
11150	Excess Commission	53,866	55,252	53,175	(2,077)
11160	Land Redemption	46,920	11,448	10,000	(1,448)
11400	Penalties/Interest on Tax	0	0	0	0
12900	Other Local Non-LEA Revenue	0	0	0	0
15100	Interest on Investments	13,144	6,812	7,000	188
19000	Other Rev-Local Sources	0	0	0	0
19120	Other Rent-Land Owned Lea	0	1,100	1,100	0
19130	LEA Buildings & Facilities	1,100	200	200	0
19200	Private Contributions	0	0	0	0
19300	Sales of Supplies & Material	575	0	0	0
19516	Staff Development	0	0	0	0
19800	Refunds of Prior Yr Expenditures	228	1,942	0	(1,942)
19900	Misc Revenue from Local Sources	6,153	51,217	5,000	(46,217)
21200	Severance Tax	4,067	3,773	3,500	(273)
31101	State Foundation Funding	4,590,846	4,624,427	4,980,387	355,960
31102	Enhanced Educational Fund	0	0	0	0
31103	98% Tax Collection Rate GTD	17,164	36,654	0	(36,654)
31400	Transportation Aid	0	7,391	0	(7,391)
31450	Student Growth Funding	21,014	262,779	0	(262,779)
31460	Declining Enrollment	0	0	0	0
31620	Supp Millage Incentive	8,793	7,034	5,276	(1,758)
31900	Other	0	0	0	0
32223	Teachscape	0	10,591	0	(10,591)
32227	College Prep Enrich Pgm	0	0	0	0
32232	Alt Learn Prog	0	0	0	0
32250	Mentoring Program	873	2,800	0	(2,800)
32251	CWIP Grant	0	0	0	0
32260	Act 799 of 2003 Game/Fish	564	0	0	0
32290	Oth Grants/Aid State	0	0	0	0
32310	Hand Child-Supv/Extend Yr	4,008	4,293	0	(4,293)
32314	Sp Ed Extended School Year	2,220	3,108	0	(3,108)
32330	Non Hand Resid Treatment	0	0	0	0
32340	Hand Resident Treatment	0	0	0	0
32355	Early Child Pilot Parent	22,740	42,249	42,249	0
32361	G/T Advanced Placement	400	600	0	(600)
32430	Voc Spec Needs Project	0	0	0	0
32480	Voc New PGM Start-Up	0	0	0	0
32610	Ed Services Cooperative	0	0	0	0

Arkansas Department of Education
Bismarck School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32710	AR Better Chance (ABC) Grant	0	0	0	0
32727	AR/Hippy (AR DHS)	0	0	0	0
32740	Inf/Tod Prog DHS	0	0	0	0
32909	Coord Sch Health	0	0	0	0
32910	Workers Comp Insurance	0	0	0	0
32912	General Facilities Funding	12,675	10,140	7,605	(2,535)
32915	Debt Service Funding	27,268	26,222	26,713	491
32917	Dept Of Health	0	0	0	0
32990	Other Grants and Aid	0	0	0	0
41100	Sch Aid-Fed AFF Area M/O	0	0	0	0
42200	Flood Control	3,171	0	0	0
42300	Mineral Leases	0	0	0	0
42500	Impact Aid	0	0	0	0
51100	Bonded Indebtedness	0	0	0	0
51200	Revolving Loans	0	0	0	0
51300	Postdated Warrant	0	0	0	0
52300	Transfer from Building Fund	0	0	0	0
52600	Transfer from Federal Grants	0	0	0	0
52800	Transfer from Food Service	0	0	0	0
52900	Indirect Cost	0	0	0	0
53100	Sale of Equipment	0	0	0	0
53400	Compen-Loss Fixed Assets	0	0	0	0
	Total Revenue	**6,880,323**	**7,375,836**	**7,422,152**	**46,317**

Arkansas Department of Education
Bismarck School District
General Operating Funds
Expenditures

General Operating Funds :
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
60000-62999	Salaries & Benefits	5,343,617	5,578,034	5,246,094	(331,941)
Other:					
63120	Management Services	0	0	0	0
63130	Board of Ed Services	0	0	0	0
63210	Pur Svcs-Inst-Prof/Tech	3,721	7,394	80,200	72,806
63220	Inst PRGM-Improvement Svs	96,303	74,823	16,000	(58,823)
63230	Consulting - Educational	0	0	0	0
63310	Prof Dev	0	0	0	0
63320	Cls Prof Dev	0	0	0	0
63410	Pupil Services	0	0	0	0
63420	Statistical Services	0	0	0	0
63445	Legal-Research/Opinions	0	0	0	0
63450	Medical	0	0	0	0
63470	Architectural	0	0	0	0
63490	Other Professional Services	0	0	0	0
63590	Other Technical Services	0	0	0	0
63900	Other Purc Prof Tech Serv	14,692	25,681	18,000	(7,681)
63920	Other Prof-Copier	0	0	0	0
64110	Water/Sewer	15,026	18,460	19,700	1,240
64210	Disposal/Sanitation	0	0	0	0
64230	Custodial	0	0	0	0
64240	Lawn Care	0	0	0	0
64310	Bldg & Grounds	250,923	45,265	51,000	5,735
64320	Tech Rel Repairs	0	0	0	0
64410	Land & Bldgs	0	0	0	0
64420	Equip & Vehicles	0	0	0	0
64500	Construction Services	0	0	0	0
64900	Other Purc Property Services	0	0	0	0
65210	Property Insurance	0	62,270	65,100	2,830
65220	Liability Insurance	0	0	0	0
65240	Fleet Insurance	2,000	0	10,422	10,422
65250	Accident Ins for Students	0	0	0	0
65290	Other Insurance	0	0	0	0
65310	Telephone	27,146	23,825	24,000	175
65320	Postage	5,002	5,250	2,800	(2,450)
65400	Advertising	6,553	1,620	1,600	(20)
65500	Printing & Binding	0	0	0	0
65610	To LEAs Within State	0	0	0	0
65800	Travel Expenses	0	0	0	0
65810	Travel-CE In Dist	684	304	200	(104)
65820	Trvl CLS In District	0	0	0	0
65870	Travel Non-Employee	0	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	0	0	0
65900	Misc Purc Svs	0	0	0	0

Arkansas Department of Education
Bismarck School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65910	Service Purchased Locally	0	0	0	0
66100	General Supplies	469,447	478,246	429,589	(48,657)
66101	Sup&Mat/Unit Maint	0	0	0	0
66107	Equip Un 1000	0	0	0	0
66180	Bldg/Grnd-S&M Supp&Mater	0	0	0	0
66210	Natural Gas	46,138	28,702	29,000	298
66220	Electricity	171,020	196,144	184,000	(12,144)
66230	LP Gas	0	0	0	0
66240	Oil	0	0	0	0
66250	Coal/Wood	0	0	0	0
66260	Gasoline/Diesel	69,958	130,370	88,800	(41,570)
66410	Textbooks	22,261	29,081	28,500	(581)
66420	Library Books	4,812	5,261	3,000	(2,261)
66430	Periodicals	607	859	1,500	641
66500	Techn Supplies	0	0	0	0
66510	Software	0	0	0	0
66527	Low Value tech Supplies	0	0	0	0
66900	Other Supplies & Material	0	0	14,000	14,000
66910	Tires	0	0	0	0
67100	Land & Improvements	0	0	0	0
67200	Buildings	0	0	0	0
67310	Machinery	29,489	20,194	11,806	(8,388)
67320	Vehicles	0	22,251	50,000	27,749
67330	Furniture & Fixtures	0	0	0	0
67340	Tech Rel Hardware	0	0	0	0
67350	Tech Software	0	0	0	0
67390	Other Equip-Over 1000	0	0	0	0
68100	Dues & Fees	234,315	148,273	183,700	35,427
68200	Judgement against Lea	0	0	0	0
68300	Interest	406,594	249,517	255,971	6,454
68400	Indirect Cost	0	0	0	0
68900	Miscellaneous Expenditure	0	0	0	0
68999	Athletic	0	0	31,200	31,200
69100	Redemption of Principal	0	251,089	254,565	3,476
69330	To Building Fund	101,850	12,005	15,923	3,918
69370	To Student Activity Fund	0	0	0	0
69380	To Food Service Fund	15,120	0	0	0
69400	Program Funding Return	0	0	0	0
Total Other Exp.		**1,993,662**	**1,836,885**	**1,870,576**	**33,692**

Arkansas Department of Education
Brinkley School District
General Operating Funds
Summary

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
518,572	4,753,076	4,668,640	603,007

FY12 as of June 30, 2012			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
403,706	5,084,144	4,969,278	518,572

FY11 as of June 30, 2011			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
675,342	5,173,331	5,444,968	403,706

Arkansas Department of Education
Brinkley School District
General Operating Funds
Revenue

General Operating Funds:
1000|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2390|2392|2393|2492|2578|4000|4394|4395

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	**Property Taxes Current**	1,181,214	1,163,309	1,736,000	572,691
11115	**Property Taxes Relief**	0	0	0	0
11120	**Property Tax 40% by 6/30**	562,715	536,772	0	(536,772)
11125	**Property Tax Relief**	0	0	0	0
11140	**Property Tax Delinquent**	197,626	179,168	170,000	(9,168)
11150	**Excess Commission**	16,042	20,421	15,000	(5,421)
11160	**Land Redemption**	37,105	25,227	25,000	(227)
11400	**Penalties/Interest on Tax**	299	63	500	437
11500	**Unapportioned Taxes**	0	0	0	0
12800	**Rev In Lieu Of Taxes**	0	0	0	0
13190	**Other Programs**	0	17,000	15,000	(2,000)
14240	**Fees From Vocational Ed**	0	0	0	0
15100	**Interest on Investments**	1,045	0	0	0
19130	**LEA Buildings & Facilities**	0	0	0	0
19200	**Private Contributions**	1,500	109,185	5,000	(104,185)
19300	**Sales of Supplies & Materials**	0	0	0	0
19800	**Refunds of Prior Yr Expenditures**	10,040	14,024	10,000	(4,024)
19900	**Misc Revenue from Local Sources**	6,657	1,325	1,000	(325)
21100	**City General Apportionment**	0	0	0	0
21200	**Severance Tax**	0	0	0	0
21900	**Other Rev From County**	0	0	0	0
22000	**Restricted Grants-In-Aid**	0	0	0	0
31101	**State Foundation Funding**	2,695,758	2,491,310	2,512,808	21,498
31102	**Enhanced Educational Fund**	0	0	0	0
31103	**98% URT**	63,712	46,789	45,000	(1,789)
31450	**Student Growth**	0	0	0	0
31460	**Declining Enrollment**	140,637	170,865	0	(170,865)
31620	**Supplement Millage**	32,873	26,298	19,724	(6,574)
31900	**Other**	0	0	0	0
32226	**High Priority**	0	0	0	0
32232	**AR School Recognition Program**	0	0	0	0
32250	**Teacher Enhancement Grant**	7,200	7,800	0	(7,800)
32251	**CWIP**	0	0	0	0
32260	**Game and Fish Funds**	3,710	2,834	1,000	(1,834)
32310	**Hand Child-Supv/Extend Yr**	2,819	2,700	2,700	0
32314	**Extended School Year**	0	0	0	0
32330	**Non-Hand-Resid Treatment**	0	0	0	0
32340	**Hand-Resident Treatment**	0	0	0	0
32350	**Early Child/Medicaid Match**	0	0	0	0
32355	**Sp Ed Catastophic**	0	0	0	0
32361	**G/T Advanced Placement**	50	200	0	(200)
32430	**Workforce Spec Needs Proj**	0	0	0	0
32480	**New Program start up**	0	0	0	0
32710	**ABC Grant**	153,879	155,520	155,520	0
32912	**General Facilities Fund**	10,973	8,778	6,584	(2,194)
32915	**Debt Service Supplement**	14,233	12,774	10,240	(2,534)
32920	**AGF/Wild School Yard**	0	0	0	0

Arkansas Department of Education
Brinkley School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32990	Other Grants	0	0	0	0
41200	Wildlife Refuge (Land)	0	11,593	12,000	407
41300	Rev In Lieu Of Taxes	6,675	7,493	5,000	(2,493)
42100	Forest Reserve	0	0	0	0
42200	Flood Control	0	0	0	0
51100	Proceeds From Bond Sale	0	4,943	0	(4,943)
51400	Current Loans	0	0	0	0
51900	Misc. Non Revenue	26,570	630	5,000	4,370
51999	Audit Adj prior year	0	(325)	0	325
52300	Transfer from Building Fund	0	0	0	0
52700	Transfer from Student Activity	0	0	0	0
52800	Transfer from Food Service Fund	0	0	0	0
52900	Indirect Cost Reimbursement	0	44,508	0	(44,508)
53400	Compen-Loss Fixed Assets	0	22,940	0	(22,940)
56400	Extraordinary items	0	0	0	0
	Total Revenue	**5,173,331**	**5,084,144**	**4,753,076**	**(331,068)**

Arkansas Department of Education
Brinkley School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2390|2392|2393|2492|2578|4000|4394|4395					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	4,313,440	3,403,359	3,448,324	44,964
Other:					
63120	Management Services	0	0	0	0
63130	Board of Ed Services	0	0	0	0
63210	Instructional	400	0	0	0
63220	Instructional program	51,406	111,561	112,000	439
63240	Student Assessment	0	0	0	0
63310	Certified/Prof Dev Training	2,069	1,050	1,000	(50)
63320	Classified/Prof Training	8,850	18,616	6,300	(12,316)
63410	Pupil Services	10,253	11,872	12,000	128
63440	Legal	0	0	0	0
63441	Legal Defense District	2,863	3,776	5,000	1,224
63444	Legal Contract Prep	5,291	5,391	5,000	(391)
63445	Legal Research and Opinions	0	0	0	0
63450	Medical	270	425	425	0
63490	Other Professional Service	0	0	0	0
63510	Data Processing and Coding	21,353	10,493	12,000	1,507
63530	Software Support	0	0	0	0
63590	Other Technical Services	40,051	37,791	38,000	209
63900	Other Purc Prof Tech Serv	56,642	66,099	67,301	1,202
64110	Water/Sewer	23,010	24,536	24,700	164
64210	Disposal/Sanitation	11,285	14,687	15,000	313
64310	Rep/Maint -Building & Grounds	101,305	206,690	206,600	(90)
64320	Rep/Maint - Equip & Vehicle	4,784	17,408	17,000	(408)
64410	Rental on Land & Bldgs	0	0	0	0
64420	Rental Equip & Vehicles	0	0	0	0
64500	Construction Services	0	0	0	0
64900	Other Purc Property Services	0	0	0	0
65210	Property Insurance	38,378	38,532	39,000	468
65220	Liability Insurance	3,325	3,425	3,500	75
65240	Fleet Insurance	6,318	6,318	6,400	82
65250	Accident Ins for Students	0	0	0	0
65290	Other Insurance	350	350	3,500	3,150
65310	Telephone	23,477	32,439	31,600	(839)
65320	Postage	387	1,607	1,800	193
65330	Networking Internet Serv	0	0	5,000	5,000
65400	Advertising	1,012	3,971	800	(3,171)
65500	Printing and Binding	567	891	0	(891)
65610	To LEA's Within State	0	0	0	0
65640	Interm Agncy-In State	3,402	0	0	0
65800	Travel	0	0	0	0
65810	Travel -Cert In District	14,618	16,069	15,600	(469)
65820	Travel - CLS In District	6,615	3,236	3,675	439
65830	Travel-Out of District	0	0	0	0

Arkansas Department of Education
Brinkley School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65840	Travel- Cls out District	0	0	0	0
65870	Travel Non-Employee	0	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	649	0	(649)
65900	Misc Purchase Service	472	0	700	700
65910	In State/Serv Purch Lea	5,983	2,500	2,500	0
66100	General Supplies	167,126	156,702	132,060	(24,642)
66107	Low Value Equipment	2,491	323	0	(323)
66210	Natural Gas	62,501	38,727	40,000	1,273
66220	Electricity	110,925	133,423	135,000	1,577
66240	Oil	1,699	675	1,500	825
66260	Gasoline/Diesel	28,250	34,932	40,000	5,068
66410	Textbooks	25,830	11,022	8,700	(2,322)
66420	Library Books	2,807	3,224	3,500	276
66430	Periodicals	1,830	2,438	2,440	2
66440	Audiovisual Materials	215	0	200	200
66500	Techn Supplies	0	501	500	(1)
66510	Software	0	0	0	0
66520	Tech Support/Upgrade	4,356	3,910	8,200	4,290
66527	Low Value tech Supplies	2,302	432	400	(32)
66900	Suppl 100-499	9,638	10,995	11,000	5
67310	Machinery	1,015	19,396	0	(19,396)
67320	Vehicles	0	82,975	0	(82,975)
67330	Furniture & Fixtures	4,811	0	0	0
67340	Technology Hardware	3,518	100,718	25,000	(75,718)
67350	Tech- Software	0	0	0	0
67390	Other Equipment	0	0	0	0
68100	Dues & Fees	12,244	9,914	10,560	646
68101	Lic Renew Techers	0	0	0	0
68200	Judgements against LEA	0	0	0	0
68300	Interest	65,418	62,793	24,555	(38,238)
68900	Misc Expenditures	1,640	0	0	(0)
68999	Allocated Charges	0	0	0	0
69100	Redemption of Principal	75,000	80,000	5,000	(75,000)
69330	To Building Fund	0	150,000	115,301	(34,699)
69380	To Food Service	11,081	22,435	20,000	(2,435)
69400	Program Funding Return	0	0	0	0
69620	Student Meals District Paid	92,096	0	0	0
Total Other Exp.		1,131,527	1,565,919	1,220,317	(345,602)
	Total Expenditures	5,444,968	4,969,278	4,668,640	(300,637)

Arkansas Department of Education
Cutter-Morning Star School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
844,110	4,474,432	4,027,068	1,291,474

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
194,546	4,981,522	4,331,959	844,110

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
486,488	4,717,884	5,009,826	194,546

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Revenue

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	760,343	677,623	700,000	22,377
11115	Property Taxes Relief	75,750	118,478	150,000	31,522
11120	FY12 as of June 30, 2012	220,389	399,170	200,557	(198,613)
11125	Property Tax Relief	168,635	154,591	121,001	(33,591)
11140	Property Tax Delinquent	56,430	75,287	65,000	(10,287)
11150	Excess Commission	31,858	34,765	35,000	235
11160	Land Redemption	51,176	194,778	200,000	5,222
11400	Penalties/Interest on Tax	2,407	19,549	30,000	10,452
11500	Unapportioned Taxes	2,700	10,543	14,398	3,854
13120	Summer School	0	300	0	(300)
13190	Other Programs	0	550	0	(550)
13320	Summer School	0	0	0	0
14190	Other Programs	0	0	0	0
14900	Trans Fees-Other Sources	0	0	0	0
15100	Interest on Investments	16,045	31,168	7,000	(24,168)
15900	Other Earnings Investment	0	0	0	0
16900	Food Serv Reimb	0	0	0	0
17400	Pupil Fees-Locker Fees	0	11,799	0	(11,799)
19100	Rentals	0	0	0	0
19130	LEA Buildings & Facilities	0	0	0	0
19140	Rental of Equipment & Vehicles	0	0	0	0
19200	Private Contributions	0	400	0	(400)
19300	Sales Of Supplies & Materials	0	453	0	(453)
19400	Textbook Sales & Rentals	0	0	0	0
19410	Secondary Sales	0	869	0	(869)
19510	Other Lea Within State	46,706	46,711	46,711	0
19515	Lea's Supervisor Program	0	0	0	0
19516	Staff Development	0	0	0	0
19550	Transits-Flow Thru Money	0	0	0	0
19800	Refunds of Prior Yr Expenditures	3,588	6,001	0	(6,001)
19900	Misc Revenue from Local Sources	351	28,609	500	(28,109)
21100	City General Apportionment	0	0	0	0
21200	Severance Tax	72	93	0	(93)
31101	State Foundation Funding	3,127,513	2,890,821	2,765,719	(125,102)
31102	Enhanced Educational Fund	0	0	0	0
31103	98% URT	66,139	14,895	0	(14,895)
31460	Declining Enrollment	0	154,798	85,200	(69,598)
31620	Supplement Millage	21,238	16,991	12,743	(4,248)
31900	Other	1,147	0	0	0
32225	Technology Grant	0	6,960	0	(6,960)
32232	AR School Recognition Program	0	0	0	0
32250	Teacher Enhancement Grant	6,576	5,200	0	(5,200)
32260	Game and Fish Funds	984	2,736	0	(2,736)
32310	Hand Child-Supv/Extend Yr	2,770	0	0	0
32361	G/T Advanced Placement	982	300	0	(300)
32415	Secondary Workforce Center	0	0	0	0

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Revenue

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
32430	**Workforce Spec Needs Proj**	723	0	0	0
32480	**New Program start up**	0	0	0	0
32912	**General Facilities Fund**	7,781	6,225	4,669	(1,556)
32913	**Growth Facilities Funding**	0	0	0	0
32915	**Debt Service Supplement**	45,580	40,293	35,935	(4,358)
43980	**QSCB Interest Rebate**	0	9,738	0	(9,738)
52000	**Interfund Transfers**	0	0	0	0
52300	**Transfer from Building Fund**	0	0	0	0
52700	**Transfer from Student Activity**	0	12,594	0	(12,594)
53100	**Sale of Equipment**	0	4,236	0	(4,236)
53200	**Sale of Building and Grounds**	0	4,000	0	(4,000)
53400	**Compen-Loss Fixed Assets**	0	0	0	0
	Total Revenue	**4,717,884**	**4,981,522**	**4,474,432**	**(507,090)**

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	3,761,802	3,526,986	3,075,523	(451,464)
Other:					
63100	Official/Administrative	0	0	0	0
63110	Staff Services	0	0	0	0
63130	Board of Ed Services	3,992	8,814	5,000	(3,814)
63200	Purchase Serv	0	0	0	0
63210	Instructional	8,226	0	32,900	32,900
63220	Sub Teach Purchase Service	40,081	37,063	40,000	2,937
63230	Consulting-Educ	0	0	0	0
63310	Certified/Prof Dev Training	370	195	2,695	2,500
63320	Classified/Prof Training	150	180	180	0
63410	Pupil Services	11,024	32,463	35,000	2,537
63420	Statistical Services	0	0	0	0
63440	Legal Services	0	0	0	0
63444	Legal Contract Prep/Review	0	0	0	0
63445	Legal Research/Opinion	15	1,873	2,500	628
63490	Other Professional Service	0	0	0	0
63530	Software Support	0	0	0	0
63590	Other Technical Services	0	0	0	0
63900	Other Purc Prof Tech Serv	2,951	13,450	58,457	45,008
64000	Purchased Property Svs	0	0	0	0
64110	Water/Sewer	21,401	30,504	33,560	3,056
64210	Disposal/Sanitation	6,989	7,693	7,800	107
64230	Custodial	61,700	15,500	0	(15,500)
64310	Rep/Maint -Building & Grounds	69,706	9,164	11,500	2,336
64320	Rep/Maint - Equip & Vehicle	4,590	0	0	0
64400	Rentals	0	0	0	0
64410	Rental on Land & Bldgs	0	0	0	0
64420	Rental Equip & Vehicles	163	0	0	0
64500	Construction Services	0	0	0	0
64900	Other Purc Property Services	1,958	2,146	2,200	54
65210	Property Insurance	23,191	26,662	33,844	7,182
65220	Liability Insurance	4,620	4,154	4,154	0
65240	Fleet Insurance	4,154	3,864	4,500	636
65250	Accident Ins for Students	6,500	6,500	6,305	(195)
65290	Other Insurance	275	120	200	80
65300	Communications	0	0	0	0
65310	Telephone	9,743	10,405	11,446	1,040
65320	Postage	2,049	1,248	1,973	725
65330	Networking Internet Serv	0	0	0	0
65400	Advertising	1,527	3,955	2,000	(1,955)
65500	Printing and Binding	1,799	1,874	0	(1,874)
65600	Tuition	0	0	0	0
65610	To LEA's Within State	0	0	0	0

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65630	To Private Schools	0	0	0	0
65640	Interm Agency-In State	24,375	0	0	0

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65800	Travel	0	0	0	0
65810	Travel -Cert In District	2,057	958	7,100	6,142
65820	Travel - CLS In District	424	63	63	0
65830	Travel-Out of District	0	0	0	0
65840	Travel- Cls out District	115	0	0	0
65870	Travel Non-Employee	0	0	0	0
65880	Meals	3,621	660	240	(420)
65890	Lodging	222	439	500	61
65900	Misc Purchase Service	0	0	0	0
65910	In State/Serv Purch Lea	0	0	0	0
66100	General Supplies	1,267	123,923	76,453	(47,470)
66107	Low Value Equipment	1,438	0	0	0
66210	Natural Gas	27,540	18,832	20,715	1,883
66220	Electricity	85,591	104,967	115,464	10,496
66240	Oil	0	0	0	0
66260	Gasoline/Diesel	33,634	35,996	40,000	4,004
66290	Other	0	0	0	0
66300	Food	0	0	0	0
66400	Books & Periodicals	0	0	0	0
66410	Textbooks	56,013	26,279	85,200	58,921
66420	Library Books	14,939	2,516	0	(2,516)
66430	Periodicals	837	245	100	(145)
66440	Audiovisual Materials	533	0	0	0
66500	Techn Supplies	0	0	0	0
66510	Software	8,285	6,166	7,800	1,634
66520	Other	8,123	0	0	0
66527	Low Value Tech Supplies	14,235	0	21,000	21,000
66600	Building Materials	0	0	0	0
66900	Other Supplies & Material	157,223	48	0	(48)
66910	Tires	0	0	0	0
66920	Major Repairs	5,080	0	0	0
66999	Supply/Low Value Equipment	3,352	0	0	0
67100	Land & Improvements	0	0	0	0
67200	Buildings	0	0	0	0
67310	Machinery	60	11,955	0	(11,955)
67320	Vehicles	28,783	0	0	0
67330	Furniture & Fixtures	22,054	5,137	2,039	(3,098)
67340	Technology Hardware	0	3,421	6,000	2,579
67350	Tech- Software	0	0	4,000	4,000
67390	Other Equipment	6,282	0	0	0
68100	Dues & Fees	36,262	26,908	19,775	(7,133)
68101	Lic Renew Techers	0	0	0	0
68200	Judgements against LEA	0	0	0	0
68300	Interest	223,140	143,925	200,216	56,291
68830	Property Tax	0	0	0	0
68900	Misc Expenditures	0	0	0	0

Arkansas Department of Education
Cutter Morning Star
School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
68999	Athletic Allocation	0	0	0	0
69100	Redemption of Principal	186,042	61,039	48,667	(12,372)
69330	To Building Fund	9,323	13,667	0	(13,667)
69380	To Food Service	0	0	0	0
69400	Program Funding Return	0	0	0	0
69500	Transits	0	0	0	0
Total Other Exp.		1,248,024	804,972	951,545	146,573
	Total Expenditures	5,009,826	4,331,959	4,027,068	(304,891)

Arkansas Department of Education
Dermott School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
942,839	3,350,045	2,310,685	1,982,199

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
639,406	3,633,622	3,330,189	942,839

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
698,537	3,496,359	3,555,490	639,406

Arkansas Department of Education
Dermott School District
General Operating Funds
Summary

General OperatingFunds:
1000|1246|1255|1369|1370|2000|2001|2003|2004|2006|2009|2010|2011|2012|2060|2061|2062|2100|2105|2120|2218|2222|2225|2227|2232|2233|2234|2240|2246|2271|2285|2340|2365|2392|2394|2920|2995|4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	**Property Taxes Current**	780,164	796,225	690,000	(106,225)
11115	**Property Taxes Relief**	0	0	100,000	100,000
11120	**Property Tax -40 % by 6/30**	302,112	332,734	332,000	(734)
11125	**Property Relief Tax**	0	0	0	0
11140	**Property Tax Delinquent**	35,282	66,922	60,000	(6,922)
11150	**Excess Commission**	6,564	13,914	10,000	(3,914)
11160	**Land Redemp-In State Sale**	45,695	53,967	50,000	(3,967)
11400	**Penalties/Interest on Tax**	38,910	4,269	4,000	(269)
15100	**Interest on Investments**	11,714	9,454	5,000	(4,454)
17590	**Other Contracted Services**	1,940	1,174	1,000	(174)
17900	**Other Student Activity Revenue**	815	690	0	(690)
19130	**LEA Buildings and Facilities**	11,200	9,200	9,200	0
19200	**Private Contributions**	595	82,980	0	(82,980)
19410	**Secondary Sales**	0	0	0	0
19800	**Refunds of Prior Year Expense**	16,698	20,276	5,000	(15,276)
19900	**Misc Revenue from Local Sources**	3,534	2,551	200	(2,351)
19910	**Administrative Fees**	0	0	0	0
31101	**State Equal Aid**	1,888,703	1,864,083	1,729,178	(134,905)
31102	**Enhanced Educational Funding**	0	0	0	0
31103	**98% Tax Collection Rate**	5,248	19,021	15,000	(4,021)
31400	**Transportation**	0	3,661	3,000	(661)
31460	**Declining Enrollment**	0	0	0	0
31620	**Supplemental Millage Incentive**	8,247	6,598	4,948	(1,650)
31900	**Other Student Activity Revenue**	2,518	1,000	1,000	0
32226	**High Priority District Grant**	106,474	101,994	100,000	(1,994)
32227	**College Prep Enrich Program**	0	0	0	0
32232	**Awards Program**	0	0	0	0
32249	**Isolated Special Needs**	131,952	130,213	130,000	(213)
32250	**Pathwise Mentor**	1,026	2,800	0	(2,800)
32310	**Hand Child-Supv./Extended Year**	1,795	1,674	1,500	(174)
32361	**G/T Ap English Lit and Comp**	0	0	0	0
32385	**Serious Offender Program**	0	0	0	0
32710	**Ar Better Chance Grant**	48,600	46,656	48,600	1,944
32912	**General Facilities**	6,898	5,518	4,139	(1,379)
32915	**Debt Service Funding**	29,753	29,425	46,280	16,855
32990	**Juv Serious Offender Program**	0	0	0	0
51100	**Bonded Indebtedness**	0	0	0	0
51999	**Audit Adj Prior Year**	0	(77)	0	77
52300	**Transfer from Building Fund**	0	8,387	0	(8,387)
52900	**Indirect Cost**	8,324	10,170	0	(10,170)
53400	**Comp-Loss Fixed Assets**	1,597	8,144	0	(8,144)
	Total Revenue	**3,496,359**	**3,633,622**	**3,350,045**	**(283,577)**

Arkansas Department of Education
Dermott School District
General Operating Funds
Summary

General Operating Funds:
1000|1246|1255|1369|1370|2000|2001|2003|2004|2006|2009|2010|2011|2012|2060|2061|2062|2100|2105|2120|2218|2222|2225|2227|2232|2233|2234|2240|2246|2271|2285|2340|2365|2392|2394|2920|2995|4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Expenditures					
60000-62999	**Salaries & Benefits**	**2,256,910**	**2,477,955**	**2,310,685**	**(167,270)**
Other:					
63200	**Professional-Educational**	0	0	0.00	0
63210	**Instructional**	0	0	0	0
63220	**Instructional Pgrm-Improvement Svs**	0	0	0	0
63310	**Pupil Services**	0	0	50,000	50,000
63320	**Professional Train Classified**	0	0	0	0
63441	**Legal Litigation**	8,732	0	0	0
63445	**Legal**	443	379	1,000	621
63900	**Other Purc Prof/Tech Services**	91,983	60,492	0	(60,492)
64110	**Water/Sewer**	33,527	29,186	68,900	39,714
64310	**Building and Grounds**	0	0	34,000	34,000
64320	**Tech Related Repairs/Mt.**	12,857	13,024	0	(13,024)
64410	**Land and Buildings**	6,000	5,500	12,000	6,500
65210	**Property Insurance**	29,540	72,594	6,000	(66,594)
65240	**Fleet Insurance**	12,358	5,449	38,000	32,551
65250	**Accident Insurance for Students**	6,256	5,810	0	(5,810)
65310	**Telephone**	1,965	2,063	10,000	7,937
65320	**Postage**	2,394	2,703	2,500	(203)
65400	**Advertising**	2,484	2,136	2,750	614
65610	**To Lea's Within State**	6,500	6,771	2,500	(4,271)
65640	**Interm Agency-In State**	36,157	0	0	0
65810	**Travel Cert. In District**	1,431	0	0	0
65820	**Travel Cls In District**	734	71	650	579
65870	**Non Employee Travel**	0	0	0	0
65880	**Meals**	1,451	442	0	(442)
65890	**Lodging**	5,167	3,884	2,590	(1,294)
65910	**Service Purchased Locally**	55	65	5,550	5,485
66100	**General Supplies**	88,147	100,961	130	(100,831)
66210	**Natural Gas**	27,161	18,477	102,957	84,480
66220	**Electricity**	15,144	85,368	30,000	(55,368)
66260	**Gasoline/Diesel**	20,876	32,535	86,000	53,465
66410	**Textbooks**	75	10,875	41,000	30,125
66420	**Library Books**	937	1,731	8,300	6,569
66430	**Periodicals**	1,328	985	1,000	15
66527	**Low Value Equip Tech Supplies**	0	31,541	1,300	(30,241)
67310	**Machinery**	0	0	0	0
67320	**Vehicles**	0	84,970	0	(84,970)
67330	**Furniture and Fixtures**	0	0	0	0
67340	**Technology Related Hardware**	0	7,592	0	(7,592)
67390	**Other Equipment**	0	0	0	0
68100	**Dues and Fees**	13,959	13,107	0	(13,107)
68300	**Interest**	117,826	115,369	11,700	(103,669)
68900	**Misc Expenditures**	0	0	115,320	115,320
68999	**Allocated Charges**	0	0	0	0
69100	**Redemption of Principle**	126,202	131,789	0	(131,789)
69330	**To Building Fund**	600,000	6,368	138,767	132,400
69380	**To Food Service**	13,456	0	9,518	9,518
69400	**Program Fund Return Pr Yr**	4	0	0	0
69500	**Transits**	0	0	0	0
69620	**Student Meals**	13,432	0	0	0
Total Other Exp.		**1,298,580**	**852,235**	**782,431**	**(69,803)**
	Total Expenditures	**3,555,490**	**3,330,189**	**2,310,685**	**(1,019,504)**

Arkansas Department of Education
Drew Central School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
494,857	7,581,256	6,582,976	1,493,137

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
407,837	7,268,319	7,181,299	494,857

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
575,014	7,151,381	7,318,559	407,837

Arkansas Department of Education
Drew Central School District
General Operating Funds
Revenue

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	**Property Taxes Current**	1,103,429	1,009,041	1,966,832	957,791
11115	**Property Taxes Relief**	103,673	130,476	400,000	269,524
11120	**40% Pullback 1/1 - 6/30**	409,026	448,769	0	(448,769)
11125	**40% Pullback Trans 1/1 - 6/30**	201,120	211,828	0	(211,828)
11130	**40% Pullback 7/1 - 12-31**	0	0	0	0
11135	**40% Pullback Trans 7/1 - 12/31**	0	0	0	0
11140	**Property Tax Delinquent**	112,017	141,056	140,000	(1,056)
11150	**Excess Commission**	42,682	79,621	65,000	(14,621)
11160	**Land Redemp-In State Sale**	7,769	15,289	15,000	(289)
11400	**Penalties/Interest on Tax**	78	549	50	(499)
11900	**Other Taxes**	0	0	0	0
12800	**Revenue in Lieu of Taxes**	0	0	0	0
13000	**Tuition**	0	0	0	0
13110	**Regular Day School**	0	0	0	0
13120	**Summer School**	0	0	0	0
13160	**Preschool Tuition**	0	0	0	0
13210	**Regular Day School**	0	0	0	0
14110	**Regular Day Schools**	0	0	0	0
14210	**Regular Day School**	0	0	0	0
14220	**Summer School**	0	0	0	0
14900	**Trans Fees - Other Sources**	0	0	0	0
15100	**Interest on Investments**	116,924	3,047	1,000	(2,047)
15900	**Other Earnings Investment**	0	0	0	0
19100	**Rentals**	0	0	0	0
19130	**Lea Buildings & Facilities**	10,304	9,966	10,000	34
19200	**Private Contributions**	500	0	0	0
19300	**Sales of Supplies and Materials**	0	212	0	(212)
19310	**Sale of Equipment**	0	0	0	0
19510	**Other LEA Within State**	0	0	0	0
19800	**Refunds of Prior Yr Expenditures**	964	83,621	12,000	(71,621)
19900	**Misc Rev from Local Sources**	49,570	35,305	35,000	(305)
21100	**County General Apportionment**	4,514	3,810	0	(3,810)
21200	**Severance Tax**	0	0	0	0
21900	**Other Revenue from County**	0	0	0	0
31100	**Minimum Foundation PGM**	0	0	0	0
31101	**State Foundation Funding**	4,470,911	4,478,340	4,273,371	(204,969)
31102	**Enhanced Educ Fund**	0	0	0	0
31103	**98% URT**	56,981	78,183	50,000	(28,183)
31110	**State Equalization Aid**	0	0	0	0
31120	**Additional Base Funding**	0	0	0	0
31200	**Additional Base Funding**	0	0	0	0
31400	**High Cost Transportation Funding**	0	30,007	30,000	(7)
31450	**Student Growth**	0	0	0	0
31460	**Declining Enrollment**	0	29,614	119,856	90,242
31600	**Incentive Funding**	0	0	0	0
31650	**Revenue Loss Funding**	0	0	0	0
31900	**Other**	0	290	0	(290)

Arkansas Department of Education
Drew Central School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
32213	Special Recognition Grant	0	0	0	0
32216	Compensatory Education	0	0	0	0
32219	Eisenhower Math/Science	0	0	0	0
32222	Career Education	0	0	0	0
32224	Isolated Grants	0	0	0	0
32225	East Lab Grant	0	0	0	0
32227	College Prep Enrichment Program	0	0	0	0
32232	El Ex Grant	0	0	0	0
32234	Limited English Proficient	0	0	0	0
32250	Professional Quality	8,011	8,600	10,600	2,000
32260	Arkansas Game & Fish	3,677	2,840	2,800	(40)
32310	Sped LEA Supervisor	4,022	3,936	3,500	(436)
32350	Early Child/Medicad Match	0	0	0	0
32355	Catastrophic Occurences	0	33,226	30,000	(3,226)
32361	Pre Ap Grant	200	200	0	(200)
32400	Vocational Aid	0	0	0	0
32420	Vocational Capital Equip Grant	0	0	0	0
32610	Ed Services Cooperative	0	0	0	0
32710	Ar Better Chance (ABC) Grant	291,600	291,600	291,600	0
32720	K-3 Summer School	0	0	0	0
32735	Parent Grant	0	0	0	0
32755	Smart Start	0	0	0	0
32900	Other	0	0	0	0
32909	CSH	49,000	47,053	47,275	222
32910	Worker's Comp Insurance	0	0	0	0
32912	General Facilities Fund	11,426	9,141	6,856	(2,285)
32913	Growth Facility Funding	0	0	0	0
32915	Debt Service Funding Supplement	87,551	82,200	70,516	(11,684)
32921	Fac Immediate Repair	0	0	0	0
32990	African American Grant	0	0	0	0
36000	General Facilities	0	0	0	0
36300	Debt Service	0	0	0	0
41200	Wildlife Refuge	0	0	0	0
41300	Revenue in Lieu of Taxes	0	0	0	0
42100	Forest Reserve	0	0	0	0
42200	Flood Control	0	0	0	0
42300	Mineral Leases	0	0	0	0
42400	Federal Grazing	0	0	0	0
42500	Impact Aid	0	0	0	0
48000	Revenue in Lieu of Taxes	0	0	0	0
51100	Bonded Indebtedness	5,132	0	0	0
51800	Refunding Savings	0	0	0	0
52300	Transfer from Building Fund	0	0	0	0
54500	Transfer from Capital Outlay	0	0	0	0
52600	Transfer from Federal Grants	0	0	0	0
52900	Indirect Cost Reimbursement	0	0	0	0
53100	Sale of Equipment	300	500	0	(500)
53200	Sale of Building and Grounds	0	0	0	0
53400	Compensation-Loss Fixed Assets	0	0	0	0
	Total Revenue	**7,151,381**	**7,268,319**	**7,581,256**	**312,937**

Arkansas Department of Education
Drew Central School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278 |2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000					
			.		
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
61000-62999	Salaries & Benefits	5,485,935	5,526,691	4,913,256	(613,435)
Other:					
63120	Management Services	0	0	0	0
63210	Instructional	0	0	0	0
63220	Subs Purchased Service	0	0	0	0
63310	Certified/Prof Dev Training	1,720	1,323	0	(1,323)
63320	Classified/Prof Training	3,245	204	11,375	11,171
63441	Def of District	1,785	420	500	80
63445	Legal -Research and Opinion	560	125	200	75
63490	Other Technical Services	37,096	8,298	8,000	(298)
63900	Other Purc Prof Tech Serv	221,554	228,791	281,318	52,527
64110	Water/Sewer	8,170	14,090	15,000	910
64200	Cleaning Services	0	0	0	0
64310	Non Tech/ Rep and Maint	47,257	74,707	76,300	1,593
64320	Tech Rep and Maint	0	0	0	0
64410	Land & Buildings	0	0	0	0
64420	Rental - Equip & Vehicles	0	0	0	0
65200	Insurance, Not Benefits	0	0	0	0
65210	Property Insurance	43,834	46,551	46,500	(51)
65220	Liability Insurance	3,325	4,175	4,500	325
65250	Accident Ins for Athletes	2,676	2,676	2,596	(80)
65290	Other and Student Ins	2,676	2,676	2,598	(78)
65300	Communications	0	0	0	0
65310	Telephone	2,415	4,609	5,000	391
65320	Postage	10,755	11,048	12,000	952
65400	Advertising	2,112	853	2,000	1,147
65500	Printing & Binding	0	0	0	0
65600	Tuition	0	0	0	0
65610	To LEA's Within State	0	0	0	0
65810	Travel -Cert In District	0	0	0	0
65820	Travel - CLS In District	0	0	0	0
65830	Travel - Cert Out District	12,960	19,795	20,500	705
65840	Travel - CLS Out District	0	0	0	0
65870	Travel Non-Employee	0	0	0	0
65910	Services Purchased Locally	4,022	3,936	0	(3,936)
66100	General Supplies	330,711	319,961	319,491	(470)
66210	Natural Gas	32,350	28,222	32,000	3,778
66220	Electricity	166,111	181,190	185,000	3,810
66260	Gasoline/Diesel	121,072	136,797	108,975	(27,822)
66410	Textbooks	41,565	41,818	42,000	182
66420	Library Books	3,993	3,066	5,000	1,934
66430	Periodicals	199	89	100	11
66440	Audiovisual Materials	45	0	0	0

Arkansas Department of Education
Drew Central School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
66500	Technology Supplies	0	0	0	0
66510	Software	6,705	0	0	0
66520	Other	0	16,989	15,000	(1,989)
66527	Tech (<1000)	1,646	11,309	13,000	1,691
66900	Other Supplies & Materials	6,737	7,500	8,500	1,000
66910	Tires	7,651	12,197	12,000	(197)
67100	Land & Improvements	0	0	0	0
67199	Site Improvements	19,412	0	0	0
67200	Buildings	0	0	0	0
67300	Equipment	0	0	0	0
67310	Machinery	0	2,202	2,000	(202)
67320	Vehicles	0	5,775	12,200	6,425
67330	Furniture & Fixtures	0	8,211	2,000	(6,211)
67340	Tech Hardware	21,582	0	0	0
67390	Other Equipment	27,700	8,984	6,000	(2,984)
67500	Technology Equipment	0	0	0	0
67900	Depreciation	0	0	0	0
68100	Dues & Fees	12,519	13,975	14,100	125
68101	Teacher Lic Payment	2,100	1,700	1,200	(500)
68300	Interest	217,761	205,682	203,100	(2,582)
68900	Miscellaneous Expenditure	0	0	0	0
68999	Misc Exp	0	0	0	0
69100	Redemption of Principal	210,000	196,667	136,667	(60,000)
69330	To Building Fund	133,601	0	0	0
69350	To Capital Outlay Fund	0	0	0	0
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service	63,000	28,000	63,000	35,000
69400	Program Funding Return	0	0	0	0
Total Other Exp.		1,832,623	1,654,608	1,669,720	15,112
	Total Expenditures	7,318,559	7,181,299	6,582,976	(598,323)

Arkansas Department of Education
Helena-W. Helena School District
General Operating Funds
Budget Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
5,253,924	14,449,264	16,687,164	3,016,024

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
3,511,492	16,309,510	14,567,078	5,253,924

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
1,710,049	17,126,787	15,325,344	3,511,492

Arkansas Department of Education
Helena-W. Helena School District
General Operating Funds
Revenue

General Operating Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

		FY11 as of	FY12 as of	FY13 Annual	Variance of 12/13 budget
Revenue:		**6/30/2011**	**6/30/12**	**Budget**	**to 11/12 Actual**
11110	**Property Taxes-Current**	2,047,166	2,024,413	2,644,860	620,447
11115	**Property Taxes Relief**	0	0	0	0
11120	**Property Taxes-405 By 6/30**	1,137,020	311,647	1,006,648	695,002
11125	**Tax Rel. 40% Rec Jan-June**	0	1,032,328	0	(1,032,328)
11140	**Property Taxes Delinquent**	303,483	193,825	240,000	46,175
11160	**Land Redemp-In State Sale**	194,929	225,073	225,000	(73)
12800	**Revenue in lieu of Taxes**	45,305	29,953	29,950	(3)
12900	**Other Local Non-Lea Revenue**	0	0	0	0
15100	**Interest on Investments**	25,526	25,748	0	(25,748)
17500	**Rev From Enterprise Activity**	657	0	0	0
17900	**Other Student Activity Revenue**	0	0	0	0
19130	**Rent Lea Buildings & Facility**	2,164	1,493	1,000	(493)
19200	**Private Contributions**	323,564	235,805	210,921	(24,884)
19211	**Beechcrest Save The Children**	0	0	0	0
19215	**Save the Children**	0	0	0	0
19216	**Westside Save the Children**	0	0	0	0
19217	**Woodruff Save the Children**	0	0	0	0
19800	**Refunds of Prior Year Expenses**	4,727	2,003	3,500	1,497
19900	**Misc. Revenue from Local Sources**	43,419	6,349	0	(6,349)
21200	**Severance Tax**	0	0	0	0
31101	**State Foundation Funds**	11,102,332	10,914,166	8,734,208	(2,179,958)
31102	**Ehnanced Educational Fund**	0	0	0	0
31103	**URT 98% Tax Collection Rate**	217,874	109,841	0	(109,841)
31460	**Declining Enrollment Fund**	796,391	224,225	1,080,556	856,331
31620	**Supplemental Mileage Incentive**	177,851	142,281	106,711	(35,570)
31900	**Other**	0	0	0	0
32227	**College Prep Enrich Pgm**	14,500	0	0	0
32232	**Alternative Learning Program**	0	0	0	0
32250	**PQE Induction/Quality Enh.**	10,497	-1,289	0	1,289
32251	**CWIP Grant**	18,677	0	0	0
32260	**Act 799 Ar Game and Fish**	0	0	0	0
32310	**Hand Child-Supv Extend Year**	9,484	7,905	0	(7,905)
32361	**Imp & Instr. Gifted and Talented**	150	2,245	0	(2,245)
32710	**ABC Grant**	350,000	351,000	0	(351,000)
32912	**General Facilities**	40,991	32,793	24,595	(8,198)
32915	**Debt Service Funding Supp.**	187,878	179,204	119,315	(59,889)
32920	**Game And Fish**	1,541	0	0	0
32990	**Other State**	0	0	0	0
32993	**Greater Graduation**	25,250	0	0	0
42100	**Forest Reserve**	19,180	0	0	0
41300	**Rev in Lieu of Taxes**	0	745	2,000	1,255

Arkansas Department of Education
Helena-W. Helena School District
General Operating Funds
Revenue

		FY11	**FY12**	**FY13**	**Variance of**
		as of	**as of**	**Annual**	**12/13 budget**
Revenue:		**6/30/2011**	**6/30/12**	**Budget**	**to 11/12 Actual**
42100	**Forest Reserve**	0	17,509	20,000	2,491
51100	**Bonded Indebtedness**	0	7,484	0	(7,484)
52600	**Trans from Federal Grants**	26,231	0	0	0
52900	**Indirect Cost**	0	215,202	0	(215,202)
53100	**Sale of Equipment**	0	800	0	(800)
53400	**Compen-Loss Fixed Assets**	0	16,762	0	(16,762)
	Total	**17,126,787**	**16,309,510**	**14,449,264**	**(1,860,245)**

Arkansas Department of Education
Helena-W. Helena School District
General Operating Funds
Expenditure

General Operating Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Expenditures		FY11 as of 6/30/12	FY12 as of 6/30/12	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
60000-62999	Salaries & Benefits	10,308,505	9,661,826	12,869,490	3,207,664
Other:					
63130	Board of Ed Services	0	3,973	6,000	2,027
63210	Instructional	52,315	4,134	0	(4,134)
63220	Inst Program-Improvement Svs	35,896	0	0	0
63230	Consulting - Educational	32,854	9,954	0	(9,954)
63310	Training/Devel. Service Cert.	3,522	1,554	5,500	3,946
63320	Training/Devel. Service-Cls	125	1,955	5,547	3,592
63340	Legal	0	0	35,000	35,000
63441	Legal	97,494	55,350	0	(55,350)
63450	Medical	0	253	0	(253)
63470	Architectural	96,656	0	0	0
63490	Other Prof. Service	0	17,255	0	(17,255)
63590	Other Tech Services	0	0	0	0
63900	Other Purc Prof/Tech Service	243,960	445,136	137,800	(307,336)
64110	Water/Sewer	105,323	98,904	174,960	76,056
64120	Disposal/Sanitation	4,788	11,105	49,680	38,575
64240	Lawn Care	1,320	0	0	0
64310	Repairs-Building/Grounds	621	15,397	335,000	319,603
64320	Repairs Equip/Vehicles	338,154	69	0	(69)
64410	Land and Buildings	0	163	0	(163)
64420	Equipment and Vehicles	108	0	5,000	5,000
64430	Rental of computers	175,320	207,986	324,928	116,942
64500	Construction Services	0	0	0	0
64900	Other Purc. Property Service	0	0	0	0
65190	Pupil Transportation	890,710	738,945	10,852	(728,093)
65210	Property Insurance	166,676	409,450	460,000	50,550
65220	Liability Insurance	0	0	0	0
65240	Fleet Insurance	0	21,906	85,000	63,094
65250	Accident Ins. For Students	38,722	41,774	0	(41,774)
65290	Other Insurane	10,938	0	0	0
65310	Telephone	57,902	57,532	135,000	77,468
65320	Postage	20,593	12,313	1,200	(11,113)
65330	Networking/Internet	1,304	1,173	23,645	22,472
65400	Advertising	55,010	12,277	10,500	(1,777)
65500	Printing and Binding	0	5,555	0	(5,555)
65610	To Lea's Within State	8,975	2,500	0	(2,500)
65640	Interm Agency-In State	0	0	0	0
65690	Other Tuition	0	0	0	0
65810	Trvl Cert In District	5,920	444	0	(444)
65820	Trvl CLS In District	21,438	15,190	2,924	(12,266)

Arkansas Department of Education
Helena-W. Helena School District
General Operating Funds
Expenditure

		FY11 as of 6/30/12	FY12 as of 6/30/12	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Expenditures					
65830	**Trvl Cert-Out District**	2,073	2,187	3,200	1,013
65840	**Trvl Cls Out District**	1,007	968	3,000	2,032
65850	**Trvl Cert Out State**	323	0	2,000	2,000
65860	**Trvl Cls Out State**	0	0	0	0
65870	**Travel Non Employee**	7,177	9,553	0	(9,553)
65880	**Meals**	75,093	5,059	3,850	(1,209)
65890	**Lodging**	11,667	3,967	3,950	(17)
65900	**Misc. Purchased Service**	8,786	11,290	2,775	(8,515)
65910	**Service Purchased Locally**	0	0	0	0
66100	**General Supplies**	299,400	248,313	288,296	39,983
66107	**General Supplies-Low Value**	0	1,498	4,000	2,502
66210	**Natural Gas**	183,571	121,998	164,600	42,602
66220	**Electricity**	397,102	386,015	423,500	37,485
66230	**Bottled Gas**	0	0	0	0
66260	**Gasoline/Diesel**	104,627	140,325	69,500	(70,825)
66410	**Textbooks**	23,883	175,055	0	(175,055)
66420	**Library Books**	997	1,931	1,000	(931)
66430	**Periodicals**	1,163	216	1,250	1,034
66440	**Audiovisual Materials**	0	0	0	0
66500	**Techn Supplies**	1,339	34,105	36,400	2,295
66507	**Technology**	880	0	0	0
66510	**Software**	0	0	0	0
66520	**Other**	0	1,036	0	(1,036)
66529	**Techn Supplies & Material**	0	59,235	0	(59,235)
66600	**Building Materials**	0	0	0	0
66900	**Other Supplies & Material**	3,549	0	0	0
67100	**Land and Improvements**	0	0	0	0
67310	**Machinery**	0	8,344	0	(8,344)
67320	**Vehicles**	613	897	212,000	211,103
67330	**Furniture and Fixtures**	0	0	0	0
67340	**Technology Related Hardware**	140,509	76,856	14,100	(62,756)
67350	**Technology Software**	25,735	213,892	0	(213,892)
67390	**Other Equipment**	340,448	0	0	0
68100	**Dues & Fees**	198,097	61,792	8,225	(53,567)
68300	**Interest**	154,176	289,003	84,225	(204,778)
68400	**Indirect Cost**	0	0	0	0
68800	**Taxes**	0	0	0	0
68830	**Property Tax**	9,739	0	0	0
68900	**Misc Expenditures**	1,764	0	4,000	4,000
68901	**Constant Variance PD 9-11**	0	-79,549	0	79,549
69100	**Redemption of Principal**	450,270	470,000	0	(470,000)
69330	**To Building Fund**	0	442,065	679,268	237,203
69360	**To Federal Grants Fund**	0	0	0	0
69380	**To Food Service Fund**	106,206	0	0	0
69400	**Program Funding Return**	0	26,956	0	(26,956)
Total Other Exp.		**5,016,839**	**4,905,252**	**3,817,674**	**(1,087,578)**
	Total Expenditures	**15,325,344**	**14,567,078**	**16,687,164**	**2,120,086**

Arkansas Department of Education
Hartford School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
290,040	2,862,546	2,845,774	306,812

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
346,495	3,007,138	3,063,593	290,040

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
529,711	2,688,737	2,871,953	346,495

Arkansas Department of Education
Hartford School District
General Operating Funds
Revenue

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001					
		FY11 as of 6/30/2011	FY12 as of 6/30/12	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Revenue:					
11110	Property Taxes Current	453,152	408,335	372,450	(35,885)
11115	Property Tax Relief	48,883	70,807	35,250	(35,557)
11120	Property Tax 40% by 6/30	153,324	260,646	225,050	(35,596)
11125	Property Tax Relief	125,876	117,132	81,550	(35,582)
11140	Property Tax Delinquent	67,405	88,049	76,300	(11,749)
11150	Excess Commission	37,487	20,125	8,000	(12,125)
11160	Land Redemp-In State Sale	0	0	0	0
11200	Sales and Use Tax	0	0	0	0
11400	Penalties/Interest on Tax	0	83	0	(83)
11500	Interest on Unapportioned Taxes	112	0	0	0
13160	Preschool Tuition	4,285	0	10,000	10,000
13210	Regular Day School	0	0	0	0
14290	Other Programs	0	0	0	0
15100	Interest on Investments	956	664	300	(364)
15900	Other Earnings Investment	0	0	240	240
19200	Private Contributions	100	1,129	0	(1,129)
19510	Other LEA Within State	3,576	3,806	3,806	0
19800	Refunds of Prior Yr Expenditures	15,095	717	5,006	4,289
19900	Misc Rev From Local Sources	0	0	0	0
21200	Severance Tax	52	55	50	(5)
28000	Revenue in Lieu of Taxes	0	0	0	0
31101	State Foundation Funding	1,431,817	1,382,407	1,801,502	419,095
31102	Enhanced Educational Fund	0	0	0	0
31103	98% URT	119,582	97,787	97,000	(787)
31450	Student Growth	0	269,722	0	(269,722)
31460	Declining Enrollment	64,476	0	0	0
31620	Supplement Millage	25,433	20,346	15,260	(5,086)
31900	Other	0	0	0	0
32250	Mentoring Grant	2,400	10,800	7,400	(3,400)
32260	Game & Fish	0	566	0	(566)
32290	Other Grants/Aid from State	0	0	0	0
32310	Hand Child-Supv/Extend Yr	1,460	1,678	0	(1,678)
32361	GT/Advance Placement	0	1,000	0	(1,000)
32410	Vocational Center Grant	0	0	0	0
32480	Voc New Program Start-Up	0	0	0	0
32710	ABC Grant	92,437	97,200	97,200	0
32912	General Facilities Fund	5,215	4,172	3,129	(1,043)
32915	Debt Service Supplement	4,224	4,431	7,348	2,917
32990	Other Grants/Aid from State	0	0	0	0
42100	Forest Reserve	10,356	9,737	10,000	263
42300	Mineral Leases	2,366	1,147	1,705	558
51200	Revolving Loans	0	118,104	0	(118,104)
51900	Mics Non Revenue	316	1,429	0	(1,429)
52300	Transfer from Building Fund	700	0	0	0
52800	Transfers from Food Service Fund	17,100	12,000	4,000	(8,000)
53100	Sale of Equipment	550	0	0	0
53400	Compen-Loss Fixed Assets	0	753	0	(753)
56300	Special Items	0	2,312	0	(2,312)

Arkansas Department of Education
Hartford School District
General Operating Funds
Revenue

		FY11 as of 6/30/2011	FY12 as of 6/30/12	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
	Total Revenue	**2,688,737**	**3,007,138**	**2,862,546**	**(141,527)**

Arkansas Department of Education
Hartford School District
General Operating Funds
Expenditures

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001					
		FY11 as of 6/30/2011	FY12 as of 6/30/2012	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
Expenditures					
61000-62999	**Salaries & Benefits**	**2,139,818**	**2,242,539**	**2,135,352**	**(107,187)**
Other:					
63120	**Management Services**	0	0	0	0
63130	**Board of Ed Services**	1,081	911	1,000	89
63240	**Student Assessment**	117	0	0	0
63310	**Certified/Prof Dev Training**	3,326	5,879	5,650	(229)
63320	**Classified/Prof Training**	871	2,461	3,750	1,289
63410	**Pupil Services**	0	0	350	350
63445	**Legal -Research/Opinions**	6,363	24,078	1,500	(22,578)
63450	**Medical**	721	1,228	1,000	(228)
63490	**Other Professional Service**	5,562	13,528	3,500	(10,028)
63510	**Data Processing and Coding**	1,500	1,375	1,500	125
63590	**Other Technical Services**	2,795	5,308	4,400	(908)
63900	**Other Purc Prof Tech Serv**	7,753	8,888	1,050	(7,838)
64110	**Water/Sewer**	11,761	14,430	14,500	70
64210	**Disposal/Sanitation**	2,718	1,875	2,000	125
64230	**Custodial**	68,851	43,393	10,000	(33,393)
64240	**Lawn Care**	0	400	0	(400)
64310	**Rep/Maint -Building & Grounds**	30,673	33,274	27,000	(6,274)
64320	**Rep/Maint - Equip & Vehicle**	9,264	8,674	7,500	(1,174)
64420	**Rental Equip & Vehicles**	6,582	11,128	10,100	(1,028)
64500	**Construction Services**	27,154	0	0	0
65210	**Property Insurance**	23,565	0	22,201	22,201
65240	**Fleet Insurance**	4,192	302	4,521	4,219
65250	**Accident Ins for Students**	2,251	0	2,342	2,342
65290	**Other Insurance**	9,039	4,175	8,884	4,709
65310	**Telephone**	21,249	5,453	5,700	247
65320	**Postage**	2,453	3,896	3,450	(446)
65400	**Advertising**	1,955	2,508	1,500	(1,008)
65610	**To LEA's Within State**	8,438	10,712	7,000	(3,712)
65810	**Travel -Cert In District**	4,023	1,955	2,575	620
65820	**Travel - CLS In District**	3,439	2,407	2,875	468
65870	**Travel Non-Employee**	625	8,610	2,000	(6,610)
65880	**Meals**	0	1,443	1,450	7
65890	**Lodging**	0	0	0	0
65900	**Misc Purch Services**	0	0	7,940	7,940
65910	**Services Purch Lea in State**	14,735	15,153	15,525	372
66100	**General Supplies**	96,430	94,181	98,031	3,850
66210	**Natural Gas**	30,009	21,069	21,000	(69)
66220	**Electricity**	62,339	53,984	70,000	16,016
66260	**Gasoline/Diesel**	37,710	53,224	54,000	776
66410	**Textbooks**	20,545	50,161	49,000	(1,161)
66420	**Library Books**	0	0	0	0
66430	**Periodicals**	987	905	900	(5)
66500	**Technology Supplies**	0	0	0	0

Arkansas Department of Education
Hartford School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
66510	Software	0	0	0	0
67200	Buildings	19,994	0	0	0
67310	Machinery	1,302	1,972	2,000	28
67320	Vehicles	500	118,104	0	(118,104)
67330	Furniture & Fixtures	2,074	1,234	0	(1,234)
67340	Technology Equip/Hardware	0	2,050	1,000	(1,050)
68100	Dues & Fees	3,802	3,353	3,705	352
68200	Judgements Against LEA	0	2,750	0	(2,750)
68300	Interest	33,246	37,279	36,527	(752)
68999	Allocated Charges	0	0	42,000	42,000
69100	Redemption of Principal	22,042	33,621	33,621	0
69330	To Building Fund	49,509	38,517	46,875	8,358
69380	To Food Service	17,100	12,000	4,000	(8,000)
69620	Student Meals District Paid	51,488	63,207	65,000	1,793
Total Other Exp.		732,135	821,054	710,422	(110,632)
	Total Expenditures	2,871,953	3,063,593	2,845,774	(217,819)

Arkansas Department of Education
Hermitage School District
General Operating Funds
Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
33,383	4,250,006	4,152,895	130,493

FY12 as of June 30, 2012

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2012
371,150	4,426,985	4,764,752	33,383

FY11 as of June 30, 2011

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2011
481,449	3,827,970	3,938,270	371,150

Arkansas Department of Education
Hermitage School District
General Operating Funds
Revenue

General Operating: 1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394					
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Revenue:		6/30/2011	6/30/2012	Budget	to 11/12 Actual
11110	Property Taxes Current	770,859	772,537	1,175,528	402,991
11115	Property Taxes Relief	0	0	0	0
11120	Property Tax 36% by 6/30	310,137	311,647	0	(311,647)
11125	Property Tax Relief	0	0	0	0
11140	Property Tax Delinquent	120,883	93,167	93,000	(167)
11150	Excess Commission	562	502	500	(2)
11160	Land Redemption	19,136	9,767	9,000	(767)
11400	Penalties/Interest on Tax	1	0	0	0
11500	Unapportioned Taxes	4	0	0	0
12800	Rev In Lieu Of Taxes	17,951	0	24,801	24,801
13110	Regular Day School	0	42,716	0	(42,716)
13120	Regular School Day	27,925	0	0	0
13390	Other Programs	6,873	8,153	0	(8,153)
14240	Fees From Vocational Ed	0	0	0	0
14290	Other Programs	967	0	0	0
15100	Interest on Investments	2,212	2,187	2,000	(187)
17590	Other Contracted Services	0	2,135	0	(2,135)
19130	LEA Buildings & Facilities	14,800	13,100	13,000	(100)
19200	Private Contributions	100	0	0	0
19300	Sales of Supplies & Materials	0	318	400	82
19510	Other LEA Within State	3,800	2,000	0	(2,000)
19800	Refunds of Prior Yr. Expenditures	1,345	49,055	119,000.00	69,945
19900	Misc. Revenue from Local Sources	1,571	2,400	0	(2,400)
21100	City General Apportionment	0	0	0	0
21200	Severance Tax	1,706	3,142	3,000	(142)
21900	Other Rev From County	0	0	0	0
22000	Restricted Grants-In-Aid	0	0	0	0
31101	State Foundation Funding	2,034,843	2,114,929	2,062,549	(52,380)
31102	Enhanced Educational Fund	0	0	0	0
31103	98% URT	14,708	50,626	0	(50,626)
31400	Transportation Aid	0	6,064	6,000	(64)
31450	Student Growth	46,151	2,135	0	(2,135)
31460	Declining Enrollment	0	0	0	0
31620	Supplement Millage	5,729	4,583	3,437	(1,146)
31900	Other	0	0	0	0
32226	High Priority	0	0	0	0
32232	AR School Recognition Program	0	0	0	0
32249	Isolated Funding	139,333	144,138	140,000	(4,138)
32250	Teacher Enhancement Grant	8,800	7,200	0	(7,200)
32251	CWIP	0	0	0	0
32260	Game and Fish Funds	0	0	0	0
32310	Hand Child-Supv/Extend Yr.	1,895	1,964	1,800	(164)
32314	Extended School Year	0	0	0	0
32330	Non-Hand-Resid Treatment	0	0	0	0
32340	Hand-Resident Treatment	0	0	0	0

Arkansas Department of Education
Hermitage School District
General Operating Funds
Revenue

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Revenue:		6/30/2011	6/30/2012	Budget	to 11/12 Actual
32350	Early Child/Medicaid Match	0	0	0	0
32355	Sp Ed Catastrophic	0	14,922	12,000	(2,922)
32361	G/T Advanced Placement	100	50	0	(50)
32430	Workforce Spec Needs Proj	0	0	0	0
32480	New Program start up	0	0	0	0
32710	ABC Grant	175,775	164,231	179,820	15,589
32912	General Facilities Fund	6,624	5,299	3,974	(1,325)
32915	Debt Service Supplement	41,908	41,474	37,397	(4,077)
32920	Game and Fish	1,875	0	0	0
32990	Other Grants	0	0	0	0
41300	Rev In Lieu Of Taxes	0	0	0	0
42100	Forest Reserve	0	0	0	0
42200	Flood Control	0	0	0	0
51100	Proceeds From Bond Sale	0	0	0	0
51400	Current Loans	0	549,745	350,000	(199,745)
51500	Installment/Lease Purchase	0	0	0	0
51900	Misc. Non Revenue	0	0	0	0
51999	Audit Adj Prior Year	37,817	0	0	0
52300	Transfer from Building Fund	0	0	0	0
52700	Transfer from Student Activity	0	0	0	0
52800	Transfer from Food Service Fund	0	0	0	0
52900	Indirect Cost	0	6,800	6,800	0
53100	Sale of Equipment	11,580	0	6,000	6,000
53400	Compen-Loss Fixed Assets	0	0	0	0
56400	Extraordinary items	0	0	0	0
	Total Revenue	**3,827,970**	**4,426,985**	**4,250,006**	**(176,979)**

Arkansas Department of Education
Hermitage School District
General Operating Funds
Expenditures

General Operating: 1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394					
		FY11 as of	**FY12 as of**	**FY13 Annual**	**Variance of 12/13 budget**
Expenditures		**6/30/2011**	**6/30/2012**	**Budget**	**to 11/12 Actual**
61000-62999	**Salaries & Benefits**	**2,755,356**	**2,964,066**	**2,551,985**	**(412,080)**
Other:					
63120	**Management Services**	0	0	0	0
63130	**Board of Ed Services**	0	0	0	0
63210	**Instructional**	2,649	4,064	4,000	(64)
63220	**Instructional program**	44,169	81,237	72,000	(9,237)
63240	**Student Assessment**	0	0	0	0
63310	**Certified/Prof Dev. Training**	11,346	11,047	0	(11,047)
63320	**Classified/Prof Training**	0	0	0	0
63410	**Pupil Services**	0	0	0	0
63440	**Legal**	0	0	0	0
63441	**Legal Defense District**	0	0	0	0
63443	**Legal- Dist as Plaintiff**	14,952	18,073	10,000	(8,073)
63444	**Legal Contract Prep**	0	0	0	0
63445	**Legal Advise**	0	0	0	0
63450	**Medical**	0	0	0	0
63470	**Architectural**	126	0	0	0
63490	**Other Professional Service**	0	0	0	0
63510	**Data Processing and Coding**	0	0	0	0
63530	**Software Support**	1,715	0	0	0
63590	**Other Technical Services**	0	0	0	0
63900	**Other Purc Prof Tech Serv**	46,393	145,109	57,267	(87,842)
64110	**Water/Sewer**	17,546	16,826	19,000	2,174
64210	**Disposal/Sanitation**	0	392	0	(392)
64310	**Rep/Maint -Building & Grounds**	4,411	356	400	44
64320	**Rep/Maint - Equip & Vehicle**	55	0	130	130
64410	**Rental on Land & Bldgs**	0	0	0	0
64420	**Rental Equip & Vehicles**	0	0	0	0
64500	**Construction Services**	0	0	0	0
64900	**Other Purc Property Services**	0	0	0	0
65190	**From Other Sources**	0	5,533	5,534	1
65210	**Property Insurance**	21,725	27,803	25,348	(2,455)
65220	**Liability Insurance**	0	0	0	0
65240	**Fleet Insurance**	0	0	0	0
65250	**Accident Ins for Students**	9,080	9,080	14,267	5,187
65290	**Other Insurance**	17,104	16,699	17,537	838
65310	**Telephone**	22,404	11,778	12,000	222
65320	**Postage**	5,408	1,448	3,100	1,652
65330	**Networking Internet Serv**	0	0	36,000	36,000
65400	**Advertising**	1,558	2,136	2,500	364
65500	**Printing and Binding**	0	0	0	0
65610	**To LEA's Within State**	0	0	0	0
65640	**Interm Agency-In State**	0	0	0	0

Arkansas Department of Education
Hermitage School District
General Operating Funds
Expenditures

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Expenditures		6/30/2011	6/30/2012	Budget	to 11/12 Actual
65800	Travel	0	0	0	0
65810	Travel -Cert In District	26,067	16,977	23,615	6,638
65820	Travel - CLS In District	5,548	1,670	2,260	590
65830	Travel-Out of District	0	0	0	0
65840	Travel- Cls out District	0	0	0	0
65870	Travel Non-Employee	0	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	0	0	0
65900	Misc. Purchase Service	0	0	0	0
65910	In state/Serv purch Lea	0	0	0	0
66100	General Supplies	338,877	345,604	271,642	(73,962)
66107	Low Value Equipment	0	1,821	0	(1,821)
66210	Natural Gas	0	0	0	0
66220	Electricity	75,492	128,594	100,000	(28,594)
66230	Bottled Gas	22,574	27,959	25,500	(2,459)
66240	Oil	0	0	0	0
66260	Gasoline/Diesel	45,762	81,872	51,500	(30,372)
66410	Textbooks	22,445	46,239	7,000	(39,239)
66420	Library Books	9,937	2,305	3,000	695
66430	Periodicals	0	0	0	0
66440	Audiovisual Materials	0	0	0	0
66500	Techn Supplies	0	0	0	0
66510	Software	29,142	12,935	13,500	565
66520	Tech Support/Upgrade	0	0	0	0
66527	Low Value tech Supplies	9,998	0	0	0
66900	Suppl 100-499	0	0	0	0
67310	Machinery	1,268	0	0	0
67320	Vehicles	21,618	55,357	1,500	(53,857)
67330	Furniture & Fixtures	3,461	0	0	0
67340	Technology Hardware	21,157	6,764	4,500	(2,264)
67350	Tech- Software	0	0	0	0
67390	Other Equipment	9,624	3,783	1,400	(2,383)
68100	Dues & Fees	29,691	41,049	30,110	(10,939)
68101	Lic Renew Teachers	0	0	0	0
68200	Judgments against LEA	10,790	0	0	0
68300	Interest	203,319	204,120	228,018	23,898
68900	Misc. Expenditures	0	0	0	0
68999	Allocated Charges	0	0	68,000	68,000
69100	Redemption of Principal	32,546	264,956	424,019	159,063
69330	To Building Fund	0	142,225	0	(142,225)
69380	To Food Service	42,956	64,873	66,264	1,391
69400	Program Funding Return	0	0	0	0
69620	Student Meals District Paid	0	0	0	0
Total Other Exp.		**1,182,913**	**1,800,686**	**1,600,910**	**(199,776)**
	Total Expenditures	**3,938,270**	**4,764,752**	**4,152,895**	**(611,857)**

2012-2013 Application Cycle

Review

Council

Overview

Exalt Academy of Pine Bluff
Pine Bluff, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

October 12, 2012

Mr. Freddie Scott
Exalt Education, Inc.
1818 N. Taylor St., #353
Little Rock, AR 72207

Re: Exalt Academy of Pine Bluff Public Charter School Application

Dear Mr. Scott:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can 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 any conclusion or recommendation of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

J. Mark White
Staff Attorney

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

Exalt Academy of Pine Bluff Pine Bluff, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan			X
Standard 14: Financial & 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
TOTAL	0	0	21

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Exalt Academy of Pine Bluff
Pine Bluff, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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 WITH RESPONSES

Name of Proposed School: **EXALT ACADEMY OF PINE BLUFF**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide documentation that indicates the dates that the original notice of public hearing was published. **Provide documentation that indicates the dates that the *revised* notice of public hearing, which indicated a change in date for the public hearing, was published.**	

Response:

The Public Hearing for Exalt Academy of Pine Bluff was originally scheduled for Wednesday, August 22, 2012 at 6 pm. The advertisement ran in the main section of the Pine Bluff Commercial on August 1st and August 8th. The Public Hearing date was revised to Tuesday, August 28th at 6 pm and the revised advertisement ran in the main section of the Pine Bluff Commercial on August 10th, August 14th and August 21st. The advertising order and ads are included in this response.

Original Advertising Order – August 22, 2012

DTI

User: MSAVAG Date: 08/27/2012
Page: 1

Advertising Order

EXALT EDUCATION
1818 NORTH TAYLOR ST
Little Rock, AR 72207

Client Id.: 102047
Telephone: (501) 683-0085
Fax:
Advertiser: 102047

Order #: 83338
P.O. #:
Reference:

Advertiser: EXALT EDUCATION
Salesrep: MARGIE SAVAGE
Caption: notice of public meeting
Color: Black & White
Position: None

Proof: No
Coupon: No

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/01/2012	235904		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/08/2012	235905		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
								Total:		240.00

Note: Any changes in this order may change the final price.

Please sign and return original copy.

Firm:

Client Signature: Date:

Salesrep Signature: Date:

Approved by:

NOTICE OF PUBLIC HEARING:

Exalt Education, Inc., a not-for-profit Arkansas-based organization, proposes to operate an open enrollment public charter school for the Pine Bluff community. A public hearing to inform the public and gather information regarding the proposed school, Exalt Academy of Pine Bluff, will be held on:

August 22, 2012 at 6:00 pm
UAPB, K.L. Johnson
HPER Complex, Lecture Hall, 1500 L.A. Prexy Drive, Pine Bluff, AR 71601.

The school's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Revised Advertising Order – August 28, 2012

DTI

User: MSAVAG Date: 08/27/2012
Page: 1

Advertising Order

EXALT EDUCATION
1818 NORTH TAYLOR ST
Little Rock, AR 72207

Client Id.: 102047
Telephone: (501) 683-0085
Fax:
Advertiser: 102047

Order #: 83655
P.O. #:
Reference:

Advertiser: EXALT EDUCATION
Salesrep: MARGIE SAVAGE
Caption: education
Color: Black & White
Position: None

Proof: No
Coupon: No

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/10/2012	237674		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/14/2012	237675		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/21/2012	237677		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
									Total:	360.00

Note: Any changes in this order may change the final price.

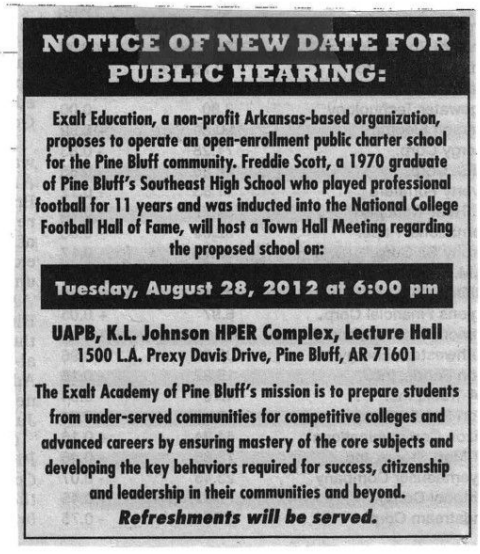
Please sign and return original copy.

Firm:

Client Signature: Date:

Salesrep Signature: Date:

Approved by:



NOTICE OF NEW DATE FOR PUBLIC HEARING:

Exalt Education, a non-profit Arkansas-based organization, proposes to operate an open-enrollment public charter school for the Pine Bluff community. Freddie Scott, a 1970 graduate of Pine Bluff's Southeast High School who played professional football for 11 years and was inducted into the National College Football Hall of Fame, will host a Town Hall Meeting regarding the proposed school on:

Tuesday, August 28, 2012 at 6:00 pm

UAPB, K.L. Johnson HPER Complex, Lecture Hall
1500 L.A. Prexy Davis Drive, Pine Bluff, AR 71601

The Exalt Academy of Pine Bluff's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Refreshments will be served.

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 and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:
A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both lengths of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematic Reasoning;
- Goals that are 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify how the charter will meet the ESEA Flexibility in regards to AMOs.	**Pages 24-26**

Response:

The Exalt Academy of Pine Bluff (EAPB) will actively monitor the flexibility that is granted to the Arkansas Department of Education and, by extension, all Arkansas public schools under the Federal Elementary and Secondary Education Act (ESEA). In accordance with ESEA Flexibility, EAPB will monitor the Annual Measurable Objectives (AMOs) that it must meet under Federal and State requirements.

EAPB will use the Annual Progress Reporting process described in Section 10 below to track its progress in meeting the requirements of the ESEA Flexibility and will meet annual growth in AMOs in Literacy, Mathematics and/or any other subjects required under ESEA in either the performance or growth areas.

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
X		

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a clear and conceptually sound plan for documenting and reporting student performance data and 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. Describe the plan for disseminating the annual report to appropriate stakeholders.	**Page 30**

Response:

This explanation is designed to elaborate on the more general description that was provided in Sections 7 and 10 of the charter application. The following is an Expected Assessment & Reporting Schedule for the Exalt Academy of Pine Bluff. This Schedule is based upon the monthly board reporting process, formative and summative assessment administration, and quarterly calendar that is currently used at Little Rock Preparatory Academy. A series of performance indicators will be collected monthly, quarterly, semi-annually and annually so that they can be evaluated and reported in the Annual Progress Report as shown below.

Expected Assessment & Reporting Schedule for Annual Progress Reports		
Month	**Scheduled Assessment**	**Purpose & Clarifying Notes**
June-July	ESEA Flexibility Regarding AMO Requirements	◘ Academy leadership will learn of any changes in federal or state assessment & performance
August	Academic Year Commences	◘ Curriculum Placement Testing into Reading, Language & Math Programs ◘ Students placed into performance groupings on basis of placement testing
September	1st Month of School	◘ Reports with enrollment, attendance, tardiness, retention & behavior are delivered at each monthly board meeting throughout the year ◘ These reports are recurring – indicators
Sept.-October	Fall NWEA MAP Testing	◘ Pretesting on nationally normed test ◘ Electronic results available immediately with analysis incorporated into
November	End-of-1st Quarter Reporting	◘ Board reporting on student Lesson Progress & 1st Time Mastery
Jan.-Feb.	Winter NWEA MAP Testing	◘ Mid-year testing on nationally normed test ◘ Electronic results available immediately with analysis incorporated into instructional delivery
February	End-of-2nd Quarter Reporting	◘ Board reporting on Lesson Progress & 1st Time Mastery to Board
April	Spring ACTAAP Testing	◘ Testing completed with qualified testing proctors consistent with ADE guidelines ◘ Results typically released in June and mailed to families
May	End-of-3rd Quarter Reporting	◘ Reporting on Lesson Progress & 1st Time Mastery to Board ◘ Report Cards Released to Families
May-June	Spring NWEA MAP Testing	◘ End-of-year testing on nationally normed test ◘ Electronic results available immediately
July	End-of-4th Quarter Reporting	◘ Reporting on Lesson Progress & 1st Time Mastery to Board ◘ End-of-Year Report Cards Released to Families

August-Oct.	**Annual Report Issued**	☐ **Annual report for outgoing year issued to parents, community & State Board in accordance with State Department guidelines** ☐ **Annual report reports on progress against indicators identified above** ☐ **Annual report placed into**

The Annual Progress Report will be a compilation of the performance indicators listed above, including:

- ☐ **Monthly enrollment, attendance, tardiness, retention & behavior referrals**
- ☐ **Ongoing measurement of student lesson progress and 1st time mastery in Reading, Language & Mathematics;**
- ☐ **Annual measurement of student growth on the NWEA MAP's;**
- ☐ **Measurement of student growth in proficiency on the ACTAAP from one spring to the next; and**
- ☐ **ESEA Flexibility requirements regarding AMO's in performance and/or growth areas.**

The Exalt Academy will place a lot of emphasis on student growth in achievement over time because most of its students are expected to score at very low levels at the time of entry.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain if charter representatives intend to do door-to-door recruitment within the boundaries of the Watson Chapel School District.	

Response:

The charter representatives do not intend to conduct door-to-door recruitment within the boundaries of the Watson Chapel School District.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
It should be noted that if the Director of Business Affairs will be acting as Business Manager (p. 34), he or she must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers unless waived. **Because the applicant has not requested waiver of the statutes and rules requiring licensure of principals, the school director/principal must be properly licensed. The statutes and rules requiring licensure are Ark. Code Ann. §§ 6-13-109 ("School superintendent") & 6-17-302 ("Public school principals – Qualifications and responsibilities"), and Standards 15.01 & 15.02 of the Standards for Accreditation. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program.** **Revise the organizational chart to include the Direct Instruction Coordinator and the Core Knowledge Coordinator as these two positions were included on Page 51 as being part of the academic leadership team.** **Confirm that these are the actual salary criteria and schedule, rather than a sample, or provide the actual salary criteria and schedule to be used.**	**Page 33** **Pages 36-37 & Attach. XIIA**

Response:

Director of Business Affairs

The Director of Business Affairs will be serving as "Business Manager" as defined under the ADE Rules Governing Minimum Qualifications for General Business Managers and will meet the qualifications set forth for that position.

The candidate who is hired for the position will be provided with extensive upfront training, professional coaching, and technical assistance so that s/he can fully and effectively meet the demands of the position. When the candidate is hired, an assessment will be performed of his or her knowledge base and prior experience to determine what specific knowledge and skills are necessary to perform effectively. Based on that assessment, services will be secured from the field representative at the Arkansas Department of Education, Exalt Education, the Arkansas Public School Resource Center, Complete Consulting and/or other service providers with immediately applicable expertise. These same providers were engaged to assist the Director of Business Affairs at Little Rock Preparatory Academy, and played an instrumental role in enabling the Director to transition into his duties and operate successfully in managing LRPA's business affairs.

Principal Licensure

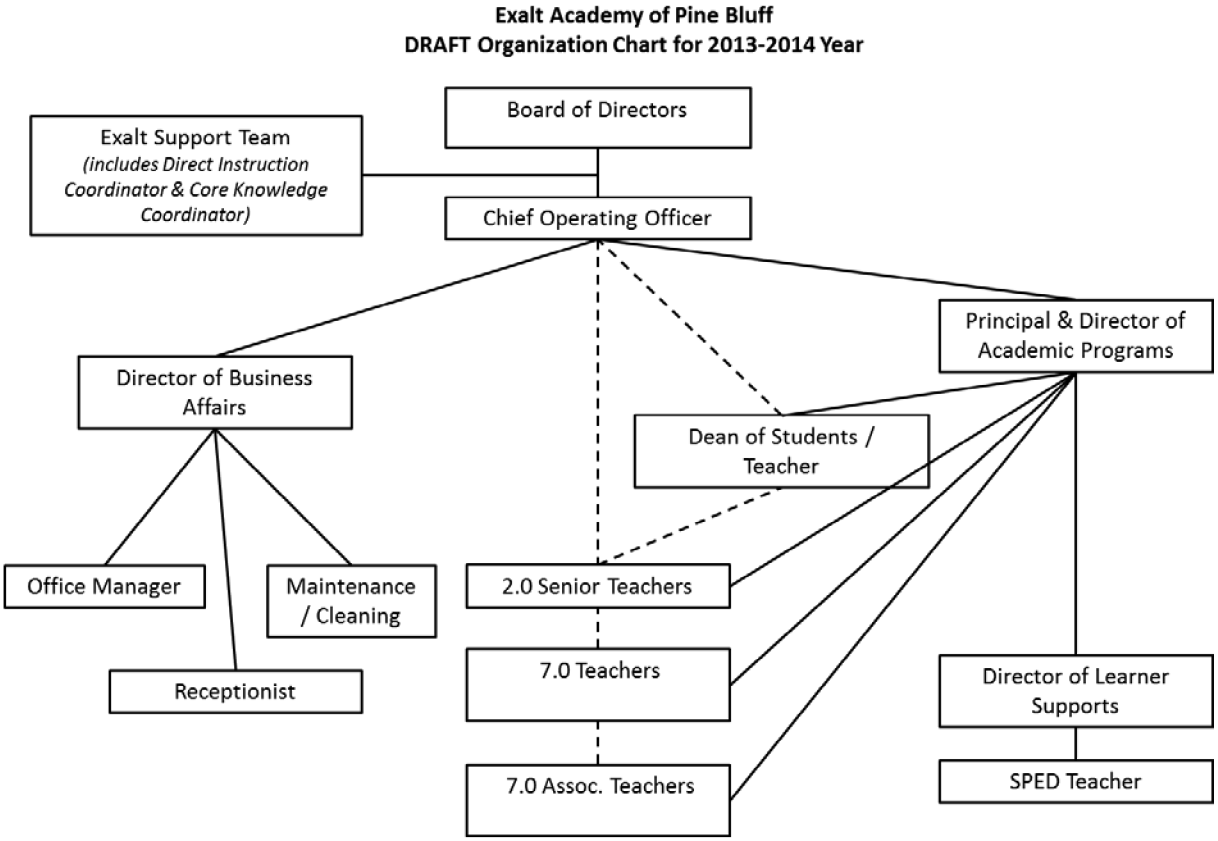
In order to give Exalt Academy the greatest amount of flexibility to find and retain a Principal & Director of Academic Programs who possesses the required knowledge, expertise and attributes to implement and oversee Exalt's innovative academic design, we wish to clarify our request for the following waivers:

- **Ark. Code Ann. §§ 6-13-109 (School Superintendent) and 6-17-302 (Public School Principals – Qualifications and Responsibilities);**
- **Standards 15.01 and 15.02 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts;**
- **Ark. Code Ann. § 6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program (both concerning the requirement for mentoring first-year superintendents).**

The leaders who are hired into these key positions must possess specialized knowledge of how to lead and manage schools that implement Exalt's human resources and academic programs, including but not limited to Direct Instruction, Core Knowledge, FOSS Science, Saxon Mathematics, Positive Behavior Interventions & Supports (PBIS), CHAMPS, the Educator's Handbook, Writers' Workshop, Essentials for Writing, and the Great Body Shop. All of these academic programs have been fully aligned with Arkansas state standards and the Common Core Standards.

Organizational Chart

The Organizational Chart has been revised for the purpose of clarifying that the Direct Instruction Coordinator and Core Knowledge Coordinator would be provided to the Exalt Academy of Pine Bluff through the managerial service agreement with Exalt Education.



Under the service agreement, Exalt Education would directly employ the following members of
EAPB's team, who would work directly on-site in Pine Bluff either full- or part-time:

- ☐ **Principal & Director of Academic Programs (full-time)**
- ☐ **Director of Business Affairs (full-time)**
- ☐ **Direct Instruction Coordinator**
- ☐ **Core Knowledge Coordinator**

These members of the Academy's leadership team would be paid for by Exalt Education as part of the service-fee arrangement with EAPB.

In addition, Exalt Education has a national support team that would actively support EAPB. That national team includes:

- **Chief Executive Officer (Benjamin Lindquist)**
- **Executive Assistant (Sylvia Wynn)**
- **Director of Academic Programs (Tina Long)**
- **Office Assistant & Development Associate (Anna Alderson)**
- **Performance Coordinator (Jennifer Harris)**
- **Director of Regional Development (Freddie Scott)**
- **Teacher Resource Coordinator (Shannon Peterka)**

All of these team members, with the exception of the Teacher Resource Coordinator, are based in Little Rock. These national team members provide ongoing support to all Exalt-managed academies, which include the two campuses of the Little Rock Preparatory Academy and a school in Portland, Oregon.

Under Exalt's business plan for starting up new schools, the national support team would commit whatever time and resources are necessary to make sure that the Exalt Academy of Pine Bluff succeeds. Over the course of the pre-opening year and the 1st year of operation, this commitment may include working on-site full-time at the Academy, commuting back and forth daily, and constant communication with EAPB's dedicated on-site management team.

Salary Criteria & Schedule

The Salary Criteria & Schedule represents the actual method that the Exalt Academy plans to utilize to determine the compensation of employees although an adjustment may be made to reflect inflation rates and/or differences in cost of living between Pine Bluff and Little Rock closer to the date that hires are made.

As noted in Section XXI of the charter application, EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation method for paying teaching and administrative staff, which conforms to and is an extension of the Exalt academic design and school-operating practice.

EAPB has included as a required attachment a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

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
	X	

Strengths	Reference
The applicant states that an annual budget will be developed and approved by the Board of Directors no later than May 1. This meets the deadline of the required September 30.	**Pg. 41**
Concerns and Additional Questions	**Reference**
The applicant provided a salary schedule but it cannot be determined if this is a sample or the actual schedule that will be followed. Also, salaries cannot be determined based on the criteria given on the salary schedule. Please clarify.	**Pgs. 36-37 & Attachment XIIA**
The applicant states that EAPB will offer discretionary performance bonuses. Applicant must abide by laws governing salaries and bonuses unless specific waivers are requested and approved. 6-20-412	**Pg. 36**
The applicant states that a Financial Manual will be developed to guide its accounting, purchasing, contract negotiations, etc. The applicant must abide by the ADE Financial Handbook, rules and regulations unless specific waivers are requested and approved. The applicant does not reference a Purchasing and Procurement Policy. Applicant should provide policy.	
The applicant states that 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	**Pg. 34**

Board.	
The applicant lists Trustee Job Description for Little Rock Preparatory Academy. The applicant should submit information for Exalt Academy.	**Pg. 49**
The applicant states that a nurse will be brought in to train EAPD staff. Health services should have a nurse unless a waiver is requested.	**Pg. 50**
The applicant provides budgeted amounts for nonguaranteed revenue. How are amounts determined for Other Sources of Revenues with the exception of Private donations?	**Attachment XIIIA**
The applicant does not present requisite qualifications for any position. Applicant must provide.	
Applicant should clarify amounts budgeted for purchased services in Administrative, Special Education, Health Services, Media Services, and Fiscal Services	**Attachment XIIIA**
Applicant should clarify amount budgeted for Pupil transportation when application states that Charter will not provide transportation.	**Attachment IIIA**
Applicant should clarify who is providing Fiscal Services responsibility. Purchase services budgeted and no position is budgeted as provided in application.	**Attachment IIIA**
Applicant should clarify amount under supplies for Food Service. Does an agreement exist to provide food or does Charter plan to purchase food as needed.	**Attachment IIIA**
It cannot be determined if all positions listed as required for the first two years of operation are budgeted. It seems that they are not. Because of this and unguaranteed revenue being included, it is difficult to determine if budget is good. Please clarify.	**Attachment IIIA**
Applicant should clarify $200,000 and $75,000 budgeted for outfitting for school use. Charter must follow proper procurement laws. Does a bid exist for $200,000 or for $75,000? No information given for upgrades etc.	
Applicant should clarify start up contingency reserve (setaside).	**Attachment IIIA**
Applicant should clarify amount budgeted for substitute personnel	**Attachment IIIA**

Response:

Salary Schedule

The Salary Criteria & Schedule represents the actual method that the Exalt Academy plans to utilize to determine the compensation of employees although an adjustment may be made to reflect inflation rates and/or differences in cost of living between Pine Bluff and Little Rock closer to the date that hires are made. As the Salary Criteria & Schedule shows, LRPA will evaluate employee qualifications (using the criteria identified in the salary schedule) to determine what salaries to offer to prospective employees based upon a scoring system that translates into specified salary ranges.

As noted in Section XXI of the charter application, EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation method for paying teaching and administrative staff, which conforms to and is an extension of the Exalt academic design and school-operating practice.

EAPB has included as a required attachment a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

Discretionary Performance Bonuses

The Exalt Academy of Pine Bluff would evaluate teachers twice annually using a structured review process that includes but is not limited to classroom observations, student lesson progress and first-time mastery of desired knowledge, concepts and skills, teacher attendance and timeliness, teacher professional conduct, and student achievement. The evaluation process is an objective, numerical process that yields a determination of bonus that is fair and equitable for all faculty members.

Exalt Academy wishes to clarify its application to request a waiver of Ark. Code Ann. § 6-20-412 (concerning nonrecurring salary payments) and of any other Arkansas laws and ADE Rules necessary to award discretionary performance bonuses as part of our personnel compensation plan.

Financial Manual / Purchasing & Procurement Policy

The financial manual that would be implemented by the Exalt Academy of Pine Bluff (EAPB) meets ADE Financial Handbook requirements and sets a basis for upholding strong internal controls, establishing clear checks and balances, and holding all key parties accountable for EAPB's financial management. The

financial manual includes purchasing and procurement policies required by ADE. The manual was developed for use at Little Rock Preparatory Academy (LRPA) and approved by its board of trustees during the 2011-2012 year. This same manual would be adapted for use at EAPB and approved by its board of directors.

Board Director Job Description

A Director Job Description has been provided for the Exalt Academy of Pine Bluff under the explanation for Section 17 below, which addresses Conflict of Interest.

Health Services

In order to provide Exalt Academy with the greatest flexibility possible to provide the holistic, community-based health services stated in the application, we wish to request a waiver from the provisions of Ark. Code Ann. §§ 6-18-706 ("School Nurses – Nurse-to-Student Ratio"); 6-18-1005(a)(6) (if necessary); and Section 16.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

Other Sources of Revenue

An assurance has been made by the Walton Family Foundation to provide a $250,000 startup grant to EAPB upon approval of the charter application for the Exalt Academy of Pine Bluff. Exalt Education has secured a multi-year financial commitment from WFF and has an established history that includes receiving comparable school startup grants in 2010 and 2011 for other schools that are managed by Exalt.

Clarification of Budgeted Amounts

The "Purchased Services" line item under the Administrative category of the budget provides an allowance for the managerial support fee that would be paid to Exalt Education. Under the fee- for-service agreement with Exalt Education, EAPB will receive school startup, managerial, fiscal, administrative and professional development services. The Business Manager, Principal, Chief Operating Officer, Core Knowledge Coordinator, and Direct Instruction Coordinator will be employed by Exalt Education.

Special Education purchased services are for fee-for-service agreements with the Special Education Consortium and other contractors that provide outside contracted services for school based mental health services, counseling services, occupational therapy, speech therapy, and other required services for students with disabilities as required under applicable state and federal laws.

Outside purchased services for Health Services will be to train staff on student health needs, CPR and First Aid. Services will be purchased to provide required health, dental, and vision screenings.

Fiscal purchased services are budget for fees associated with providing the required annual audit. Media services will be purchased for advertising needs.

Advertising will be needed for enrollment, employee recruitment, and other general marketing needs.

The amount budgeted in Pupil transportation will be for the transport of kids to after school programs.

Fiscal Services Responsibility

An outside auditor, Hudson, Cisne, will be retained to conduct the annual audit as required by ADE.

Food Service

Food served under the meal program will be purchased from an outside vendor. EAPB's plan for food service is described more fully in Section 19 below.

Clarification of Budgeted Positions

All positions necessary for successful operation of EAPB have been budgeted. The Chief Operating Officer, Director of Business Affairs, Principal, Direct Instruction Coordinator and Core Knowledge Coordinator are provided through the amount budgeted for "Purchased Services" under the Administrative category. Under the fee-for-service agreement, Exalt Education would provide these positions to EAPB.

Budgeted Amounts Related to "Budgeting for Outfitting School for Use"

The $200,000 and $75,000 are estimated construction costs to prepare the building for school occupancy. Bids have not yet been secured; however, procurement laws will be followed to secure these services.

Startup Contingency Reserve

The contingency reserve is a cash set-aside equivalent to 3.0% of projected operating revenues that is available to protect the Academy's cash flow position and for use in the event of emergencies such as delays in expecting public funding installments.

Substitute Personnel

The Exalt Academy does not expect to make extensive use of substitute teachers because of its co-teacher model, which allows for one teacher to cover a class on day when the other teacher is not able to be at school. An outside vendor will be contracted for substitute teachers; the budgeted amount is based upon historical data from the Little Rock Preparatory Academy.

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
		X

Strengths	Reference
Annual audit will be conducted by Hudson, Cisne & Co. LLP Certified Public Accountants is approved by ADE State Board.	Pg. 42
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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clearly state if alcohol is sold within a distance 1000 ft.	
Facilities Review Report	

Response:

Alcohol will not be sold within 1,000 feet of the facility in which the Exalt Academy of Pine Bluff is located.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide specific information (job descriptions, responsibilities, policies that would pertain to Exalt Academy of Pine Bluff and remove those that pertain to Little Rock Preparatory Academy.	Pages 48-50

Response:

The following points are designed to explicitly clarify all areas of the charter application where there is the potential for conflicts-of-interest:

- **The sponsoring agent, Exalt Education, is an Arkansas-based non-profit charter school management organization that plans to enter into a service agreement to manage the Academy. Exalt is a non-profit organization that exists for charitable, tax-exempt purposes. It does not have owners. The board of directors of Exalt has approved and abides by a conflict- of-interest policy, which is consistent with the model policy recommended by the Internal Revenue Service.**

- **The Little Rock Preparatory Academy (LRPA), a school managed by Exalt Education, is a four-year old Arkansas-based non-profit public charter school. LRPA exists to fulfill its mission. It does not have owners. The board of trustees approved, abides by, and enforces a conflict-of-interest policy.**

- **The Exalt Academy of Pine Bluff (EAPB) will be incorporated as an Arkansas-based non- profit public charter school. The Academy exists to fulfill its mission. It does not have owners. Its board of directors will approve the conflict-of-interest policies provided below.**

In direct response to the questions posed in the guidelines of this section, there are no familial, contractual or paid relationships of any kind in the applicant team. Appropriate measures and safeguards will be taken to ensure that such

relationships are not allowed because of the importance to maintaining a single-minded focus on accomplishing our collection mission.

Conflicts-of-interest are present whenever there is the potential for a decision to be made that garners personal compensation or benefit for an individual. Conflicts-of-interest must be managed through proactive disclosure and appropriate measures. A board member, administrator, employee or contractor is actively encouraged to disclose any situation where a conflict-of-interest exists. When the conflict becomes apparent, the individual is recused from the process or decision, which is then handled by other members of the organization who do not have the conflict.

The following Director Job Description and Conflict Of Interest policy will be used by EAPB.

Exalt Academy of Pine Bluff
Director Job Description

The purpose of the Board of Directors is to uphold the mission of EAPB and oversee the fiduciary and legal direction of the school. The daily administration of the school is the responsibility of the Head of School/CEO. The Board, Administration and Faculty of EAPB are committed to putting the best interest of the students of EAPB at the forefront.

As fiduciary guardians of EAPB, Directors must approve an annual budget that ensures the organization can meet its financial obligations. Directors must monitor the overall financial health of the organization by reviewing and understanding financial reports provided by the Treasurer and/or an auditor. The Board must implement plans to keep the organization solvent and insist on professional financial practices.

As legal guardians of EAPB, Directors are bound legally to abide by the rules, procedures, and laws set forth in the organization's charter, articles of incorporation, by-laws, and other state and federal regulations governing the operations of 501(c)3 organizations.

Neither officers nor individual members of the Board have any authority to act independently of the full Board. When they do, it can seriously damage the organization's ability to carry out its mission, board team spirit and EAPB's image in the community.

Confidentiality is expected in all situations.

Responsibilities & Expectations

- **Establish sound governance policy and challenging but attainable institutional goals for the organization**

- Each Director is expected to contribute each year to the Annual Fund fulfilling the goal of 100% Board participation
- Support the fund raising efforts by underwriting events, or contacting individuals, corporations and foundations for financial support
- Understand by-laws and all legal contracts
- Create and update a long-range plan for the organization
- Select and support the Board officers
- Provide the CEO with the resources necessary to operate a successful school
- Hire and evaluate the CEO
- Attend monthly board meetings on the designated day of each month
- Participate in school functions as representatives of the board
- Be a community ambassador for EAPB

Directors should be familiar with and uphold EAPB's mission, school model, by-laws, current financial statements and the Case for Support.

Conflict Of Interest Policy

Policy A Director owes certain fiduciary duties, including the duties of loyalty, diligence, and confidentiality to EAPB, which require that a Director always act in good faith on behalf of EAPB and not for their own or others' interest.

Disclosure A Director shall promptly disclose to the Board any personal or outside interest, relationship or responsibility (financial, professional or otherwise) held by the Director with respect to any potential or actual transaction, agreement or other matter which is or may be presented to the Board for consideration, even if such interest, relationship or responsibility has otherwise generally been disclosed to EAPB or the Board.

Recusal Any Director with such an interest, relationship or responsibility which conflicts with the interest of EAPB, shall recuse himself or herself from any reporting, discussions and vote on the issue that gave rise to the conflict and, if necessary, from the Board meeting, or applicable part thereof. Such Director may petition to Board Chair for an opportunity to speak to the Board relative to the conflict of interest.

Resignation In circumstances where a Director has a significant, ongoing and irreconcilable conflict and where such personal or outside interest, relationship or responsibility significantly impedes the Director's ability to carry out his or her fiduciary responsibility to EAPB, resignation from the Board or the conflicting interest be required.

I understand and will fulfill the above Director Job Description and abide by the Conflict of Interest Policy.

Signed, this _____ **day of 20**_____**.**

_____ _____

Signature of EAPB Director **Printed Name of EAPB Director**

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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide more detail on the ways in which students will be provided access to ALE. **Explain the methods to be used to meet the needs of English Learners.**	

Response:

Alternative Learning Environments

In regard to the state's requirements related to Alternative Learning Environments (ALE), the Exalt Academy of Pine Bluff (EAPB) wishes to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As stated in the charter application, the implementation of Exalt Education's research-based academic design will enable EAPB to provide all of its students with the ability to learn and thrive within the Academy's inclusive educational settings.

English Learners

In regard to English language learners, EAPB's staff will be trained on Sheltered Instruction Observation Protocol (SIOP), which provides a very effective framework for serving English language learners in mainstream classrooms while meeting their needs. Members of the Exalt Education team have received the SIOP training and will provide EAPB's staff with professional development and technical support so that they are well equipped to meet the needs of English language learners.

Health Services

In regard to Health Services, in order to provide Exalt Academy with the necessary flexibility to provide the holistic, community-based health services stated in the application, the Exalt Academy of Pine Bluff wishes to request a waiver from the provisions of Ark. Code Ann. §§ 6-18-706 (School Nurses – Nurse-to Student Ratio); 6-18-1005(a)(6) (if necessary); and Section 16.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Describe the method of procurement to be used that will assure open and free competition for providing meals. **Please note that the Nutrition application form cannot be *required* as part of registration.**	

Response:

Method of Procurement

The Exalt Academy of Pine Bluff will coordinate closely with the Child Nutrition Unit at the Arkansas Department of Education to arrange for food service, procure a state-approved vendor, and secure eligible funding reimbursements. This process will assure open and free competition for providing meals. The following steps will be taken:

1. **Contact the Child Nutrition Unit of the Arkansas Department of Education**
2. **Request materials needed to participate in the Child Nutrition Program, including lunch, breakfast, afterschool snack, seamless summer program and special milk**
3. **Follow Child Nutrition Program guidelines in soliciting bids and evaluating state- approved food service vendors**
4. **Negotiate a food service contract using the state-approved Model for Vended Meals Contract**
5. **Obtain, complete and return an application packet to allow for approval and reimbursement of meals including:**
    a. **An agreement between the LEA and the ADE**
    b. **A policy statement concerning Free & Reduced Lunch Meals**
    c. **A questionnaire in compliance of the Civil Rights Act of 1964**
    d. **Verification of a commodity agreement with the Arkansas Department of Human Services Commodity Section**
6. **Include additional documentation with the application packet:**
    a. **IRS non-profit status**
    b. **Description of meal service including:**
        i. **Specific meal programs**
        ii. **Service periods for offered programs**

iii. **Projected number of serving days in school year**
iv. **Projected average daily participation**
v. **Projected percentage of Free & Reduced Lunch Eligible students**

7. **Return the completed documentation detailed above by May 15th of the year prior to service or a different date set by the Child Nutrition Unit**

Requirements for Registration

The nutrition application is included in the application packet for families of enrolling students, but is not a requirement for enrollment.

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
		X

Strengths	Reference
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 rationale for 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
		X

Legal Comments

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.**

2. **Requested waivers:**

   a. **Licensure Requirements**

      - **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.**

   b. **Ark. Code Ann. §§ 6-16-102 ("School day"): It appears from the application and the sample daily schedule (Attachment IVB) that the Applicant intends to offer a school day longer than the minimum six hours required by statute. If this is the case, no waiver of § 6-16-102 should be necessary. Please clarify the need for this waiver.**

   c. **Ark. Code Ann. § 6-42-101 *et seq.* ("Gifted and Talented Children"). To effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Gifted and Talented Program Approval Standards.**

   d. **Ark. Code Ann. § 6-48-101 *et seq.* ("Alternative Learning Environments"): To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. §§ 6-15-1005(b)(5); 6-18-503(a)(1)(C)(i); ADE Standard for**

Accreditation Section 19.03; and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds.

3. Waivers not requested:

a. It is recommended that the Applicant consider seeking waiver of the class-size ratios required by Standard 10.02 of the Standards for Accreditation to the extent necessary to accommodate the co-teacher model proposed by the Applicant (pp. 20 & 51).

Concerns and Additional Questions

Response:

2. Requested Waivers

a. Exalt Academy wishes to clarify and fully effectuate its waiver request from Gifted and Talented Children requirements by also requesting a waiver of the ADE Rules Governing Gifted and Talented Program Approval Standards. This waiver request is explained more fully in the charter application narrative.

b. In order to clarify and fully effectuate its requested waiver from Alternative Learning Environments requirements, Exalt Academy wishes to additionally request waivers from Ark. Code Ann. §§ 6-15-1005(b)(5); 6-18-503(a)(1)(C)(i); Section 19.03 of the ADE Rules Governing the Standards for Accreditation; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds. This request is explained more fully in the charter application narrative.

3. Waivers not previously requested:

a. The Exalt Academy of Pine Bluff will employ a co-teacher model that allows for 2 full-time teachers to work together to instruct each class of students in grades K-5. Within this configuration, EAPB will allow for a maximum class size of as many as 40 students but the student-to-teacher ratio will be less than 20-to-1 during small group instructional periods. To the extent necessary to implement this co-teacher model of educational delivery in our elementary classrooms, Exalt Academy wishes to request a waiver of Section 10.02 of the ADE Rules Governing the Standards for Accreditation (concerning class size ratios and teaching loads).

b. In order to give Exalt Academy the greatest amount of flexibility to find and retain a Principal & Director of Academic Programs who

possesses the required knowledge, expertise and attributes to implement and oversee Exalt's innovative academic design, we wish to clarify our request for the following waivers:

- Ark. Code Ann. §§ 6-13-109 (School Superintendent) and 6-17-302 (Public School Principals – Qualifications and Responsibilities);
- Standards 15.01 and 15.02 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts;
- Ark. Code Ann. § 6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program (both concerning the requirement for mentoring first-year superintendents).

The leaders who are hired into these key positions must possess specialized knowledge of how to lead and manage schools that implement Exalt's human resources and academic programs, including but not limited to Direct Instruction, Core Knowledge, FOSS Science, Saxon Mathematics, Positive Behavior Interventions & Supports (PBIS), CHAMPS, the Educator's Handbook, Writers' Workshop, Essentials for Writing, and the Great Body Shop. All of these academic programs have been fully aligned with Arkansas state standards and the Common Core Standards.

c. Exalt Academy wishes to clarify its application to request a waiver of Ark. Code Ann. § 6-20-412 (concerning nonrecurring salary payments) and of any other Arkansas laws and ADE Rules necessary to award discretionary performance bonuses as part of our personnel compensation plan.

d. In order to provide Exalt Academy with the greatest flexibility possible to provide the holistic, community-based health services stated in the application, we wish to request a waiver from the provisions of Ark. Code Ann. §§ 6-18-706 ("School Nurses – Nurse-to-Student Ratio"); 6-18-1005(a)(6) (if necessary); and Section 16.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts. This request is explained more fully in the charter application narrative.

e. Alternative Education:

Exalt Academy wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As currently stated in our application, Exalt Academy's research-based academic design will enable EAPB to provide all of our students with the ability to learn and thrive within our inclusive educational settings. This request is explained more fully in the charter application narrative.

f. Health Services:

In order to provide Exalt Academy with the greatest flexibility possible to provide the holistic, community-based health services stated in the application, we wish to request a waiver from the provisions of Ark. Code Ann. §§ 6-18-706 ("School

Nurses – Nurse-to-Student Ratio"); 6-18-1005(a)(6) (if necessary); and Section 16.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts. This request is explained more fully in the charter application narrative.

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**

Response:

Applicant may provide an additional desegregation analysis if called upon to do so by the State Board of Education.

ADDITIONAL COMMENTS:

ATTACHMENTS:

Submit Assurances with original signature of the president of the sponsoring entity board of directors.

Response:

Applicant has included an original copy of the Statement of Assurances that was signed by the President of the sponsoring entity, Exalt Education, Inc. in advance of submission of the charter application.

September 26, 2012

Ms. Mary Perry
Charter Schools Office
Arkansas Department of education
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Ms. Perry:

Enclosed you will find the Exalt Education Inc. (Exalt) responses to questions and/or concerns from our application for an open-enrollment public charter school, the Exalt Academy of Pine Bluff (EAPB). On behalf of Exalt we want to thank you for the opportunity to respond.

Additionally we want to note our appreciation for the rigor of your team's effort to provide outstanding technical assistance to us throughout the review process. This has greatly enhanced our ability to communicate the details necessary for both the application responses and the articulation of the mission of EAPB.

Thank you again. We look forward to meeting you formally and participating in the next steps.

Sincerely,

Freddie Scott
Director Regional Development
Exalt Education, Inc.
313.618.1431
fscott87@gmail.com

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

Dennis Schwitters Date: 9/23/2012

Signature of
President of the Sponsoring Entity Board of Directors

Dennis Schwitters

Print or type name

Chairman of Board
Exalt Education

2012-2013 Application Cycle

Application

Summary

and

Application

Exalt Academy of Pine Bluff
Pine Bluff, Arkansas

EXALT ACADEMY OF PINE BLUFF

Name of the proposed charter school:	Exalt Academy of Pine Bluff
Grade level(s):	K-8
Student enrollment cap:	540
Name of the sponsoring entity:	Exalt Education, Inc.
Address:	2902 Pines Mall Dr., #527 Pine Bluff, AR 71601

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-16-102	School day hours
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-2301 et seq.	Requirement for written personnel policies (classified employees)
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waiver
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Pertaining to health services
6-20-412	Nonrecurring salary payments
6-25-101 et seq.	Legislative intent (library media and technology)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.02	Class Size and Teaching Load
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waiver Requested from the following:

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing the Superintendent Mentoring Program

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

Charter School: Exalt Academy of Pine Bluff

Date Submitted: August 31, 2012

Date Approved: _____

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

TABLE OF CONTENTS

Required Attachments

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: Exalt Academy of Pine Bluff

Grade Level(s) for the School: K – 3 Student Enrollment cap: 540

Name of Sponsoring Entity: Exalt Education, 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
- X 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). To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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: Freddie Scott

Address (no P.O. Box please): 1818 N. Taylor St. #353 City: Little Rock ZIP: 72207

Daytime Phone Number: (501) 683-0085 FAX: (501) 683-2948

E-mail: fscott87@gmail.com; benjlindquist@aol.com; sewynn89@hotmail.com

Charter Site Address: 2901 Pines Mall Dr. #527 City: Pine Bluff

ZIP: 71601 Date of Proposed Opening: August 14, 2013

Chief Operating Officer
of Proposed Charter (if known): Benjamin J. Lindquist Title: Chief Operating Officer

Address: 1818 N. Taylor St. #353 City: Little Rock

ZIP Code: 72207 Daytime Telephone Number: 501-683-0085

The proposed charter will be located in the Pine Bluff 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Stewart Position: Exalt Education Director State of Residence: AR

Name: Bonnie Johnson Position: Exalt Education Director State of Residence: AR

Name: Dennis Schwitters Position: Exalt Education Director State of Residence: CO

Name: Helen Stout Position: Exalt Education Director State of Residence: AR

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

4573 (Total District Enrollment)

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

Pine Bluff School District

Dollarway School District

B. GENERAL DESCRIPTION

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

Exalt Academy of Pine Bluff prepares students from underserved communities for competitive colleges and advanced careers. EAPB develops virtuous leaders, scholars and citizens through rigorous liberal arts learning. EAPB specializes in equipping students from low-income homes with the broad foundation of knowledge, skills and attributes essential to succeed in the 21st Century. EAPB will open its door to 240 students in grades K-3 and expand through 8th grade over its first several years of operation. EAPB will open and run an exemplary, result-driven school where all students take ownership for achieving their greatest academic potential; prepare to thrive in high school, college and career; and demonstrate strength of character, leadership and imagination. Our team is committed to the belief that achievement gaps can be closed and the potential of all children realized through engaging liberal arts learning within a culture of high expectations. Students demonstrate mastery of content knowledge and skills while developing critical thinking, communication, creative and leadership capabilities. EAPB enables its scholars to realize their greatest potential access opportunities for college and career, and become tomorrow's leaders. Students meet these objectives in a variety of measurable ways, including reaching proficiency on state tests, closing the achievement gap with their more affluent peers, preparing and presenting portfolios and exhibits, and gaining acceptance into college-preparatory high schools, competitive colleges and advanced careers.

D. Required Information

Section I. Results of Public Hearing

A public hearing was held to assess support for this charter school on Tuesday, August 28, 2012 in the Lecture Hall of the University of Arkansas at Pine Bluff Health Physical Education and Recreation Complex from 6:00 PM to 7:45 PM. There were 16 adults, 3 college students and 1 child that attended the meeting. Light refreshments were provided for the attendees. An informal "meet" and "greet" gathering was followed by an opening statement by Ben Lindquist, CEO of Exalt Education, Inc. (Exalt) who introduced Mr. Freddie Scott, Director Regional Development of Exalt and 1970 graduate of Pine Bluff's Southeast High School. The follow-on agenda items included a PowerPoint presentation with history, needs assessment, Exalt Overview, Exalt Academy of Pine Bluff brief, Little Rock Preparatory Academy (LRPA) synopsis with key contributions from Dr. Angela Webster-Smith, Professor and member LRPA Board of Trustees, and Mr. Darryl Hinton, Dean of Students of LRPA. The meeting was interactive with Q&A segments. Key questions were related to a better understanding of why educational entities were intimidated by the presence of charters, if there was an Exalt plan to address grades for high school, what were the key areas Exalt recognized as challenges, and what ways could the attendees and others show support to Exalt for opening a school in Pine Bluff. All questions were answered succinctly and to the understanding of all present.

After a summary and period of time to address all questions, a show of support was asked for and provided by raised hands with 9 raised hands and 4 verbal supporters who had to leave early because of prior commitments. Those present were also given an opportunity to showcase their support via, signature support forms, letters of support, emails of support, etc. A cross section of talent served as the composition of the attendees including educators, an APSRC employee, parents, business executives, politicians, higher education (UAPB) employees, insurance company employees, a day-care provider, medical staff, City of Pine Bluff Fire Department personnel, City Councilmen, spouse of Pine Bluff School Board member, UAPB students, middle school student, etc.

Copies of the presentation documents (including the PowerPoint presentation and handouts) are included as part of Attachment 1A. We have Support petitions signed by 11 adult citizens of the area expressing their support for the establishment of the Exalt Academy of Pine Bluff. We have sign-in sheets from the public hearing indicating that 16 adults and 4 children attended the hearing. We have letters from 17 members of the community expressing their support for the establishment of the charter school

.

We have email messages of support from 1 expressing their support for the establishment of the Exalt Academy of Pine Bluff. Overall, each of the adult and college student attendees expressed overwhelming satisfaction with the open meeting details provided by Exalt. They each indicated by continued dialogue after meeting adjournment at 7:30 PM that they understood the need to collaborate on solid innovative solutions to address the plight of the kids in Pine Bluff and the needs of the community. They each were supportive of the Exalt model and approach to address the achievement gap and willingness to partner with key stakeholders. Most were willing to take become strong advocates of Exalt and enhance community and family involvement by taking Exalt collateral with them to distribute to the community and solicit additional volunteer support.

Section II. Requirements of Arkansas Code §6-23-302

A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in the Pine Bluff Commercial, a newspaper having general circulation in the school district in which the school will be located. The notice was published on the following dates: August 1, 2012, August 08, 2012, August 10, 2012, August 14, 2012, and August 21, 2012.(Attachment 2A)

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

C. The last publication date of the notice of August 21, 2012 was not less than seven (7) days prior to the public meeting.

D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing were sent to the superintendent of each of the school districts of Pine Bluff, Dollarway, Watson Chapel and White Hall.(Attachment 2B

Section III. Governance

The Exalt Academy of Pine Bluff's governance will be modeled directly after the membership, policies and practices that are in place at Little Rock Preparatory Academy (LRPA). LRPA is a four-year-old Arkansas charter school that is managed through a service agreement with Exalt Education, an Arkansas non-profit corporation that will also manage the Exalt Academy of Pine Bluff. LRPA has a strong, independent board that governs the Academy in accordance with all applicable state and federal laws and holds the charter contract with the Arkansas State Board of Education. LRPA is in good standing with the Arkansas State Board of Education and the Arkansas Department of Education.

The board of trustees of Little Rock Preparatory Academy is an autonomous, self-perpetuating board that does not have any family-related, compensated, or legally conflicting relationship with Exalt Education or any of its members. The board is professionally distinguished and well-rounded, including: a prominent banking and non-profit executive who is very well known throughout Central Arkansas; a professor of school leadership and former school principal; an attorney in private practice; two retired non-profit executives with deep expertise in human resource management and fundraising; and a respected scientist and researcher with the State of Arkansas. Several members of the board are or have resided in Central Little Rock and are very well-connected with the community that LRPA serves.

The board of LRPA is actively involved in supporting and encouraging the startup of the Pine Bluff school. It is engaging in the recruitment of potential board members and will provide support with onboarding, training and the sharing of effective policies and practices.

Over the past 5 years, LRPA's board has acquired deep expertise on how best to start, grow and govern public charter schools for underserved populations, and as such, it will be a valuable resource to the board of the Exalt Academy of Pine Bluff.

Role of administrators, faculty, parents, students and community members in leadership & decision-making of school.

The administration of the Exalt Academy of Pine Bluff will not serve on the board of directors, but will manage the school in accordance with state and federal laws and in alignment with the board's policies. The administration will partner closely with teachers to serve as the academic leadership team of the school. The teaching faculty will be the primary agent in serving students and families. The Academy's staffing plan is described in Section XI. Leadership Job Descriptions.

Distinguished professionals from the community will be engaged on the board of directors of the Exalt Academy of Pine Bluff. Public notice will be posted and announcements will be disseminated in advance of each monthly meeting of the board of directors. Through this notice, members of the parent body and the community at large will have the opportunity to speak during a Public Comment Period, which will be part of the standard agenda. Family Involvement in the Academy is described in Section XIX: Family Involvement.

Initial Selection

To activate the board of the Exalt Academy of Pine Bluff, the national board of directors of Exalt Education will approve the selection of the first 3-5 members of the board of directors. The national board of Exalt includes the following members:

- Chairman: Dennis Schwitters joined the board of Exalt Education in 2011 after having served as the Chairman of the Audit Committee of Farm Credit Services of America Bank for 7 years. Over his 45-year career, Schwitters has served in several CEO and executive-level positions with agricultural trade associations, farm equipment manufacturers and retail networks.

- Treasurer: Helen Stout is Chief Operating and Financial Officer of the Arkansas Community Foundation. She is a member of Arkansas Society of CPAs and has more than 20 years' experience as a CFO of governmental and nonprofit organizations. She has served as CFOO of ARCF for over 8 years.

- Vice Chairman: Charles Stewart is a Board Member of Heifer International and Chairman of the Board of Trustees of Little Rock Preparatory Academy. He is a Co-Founder of the Arkansas Black Hall of Fame and a former Executive Vice President of Regions Financial Corporation.

- Secretary: Bonnie Johnson is a Partner at Williams & Anderson, a prominent Little Rock law firm where she specializes in non-profit corporations, employment law and practice. Before joining the Arkansas Bar, Ms. Johnson worked for Arkansas nonprofit organizations for twenty-five years. Most recently, she served as executive director of Nonprofit Resources,

Inc., an organization dedicated to developing the capacity and infrastructure of Arkansas's nonprofit sector.

The national board will ensure that the board of the Exalt Academy of Pine Bluff is properly convened, trained and equipped to be effective in governing the school under its charter with the Arkansas State Board of Education.

Ongoing Selection & Composition

Once the school board has met for the first time, it will elect officers and add members in an autonomous, self-perpetuating manner. The board of directors of the Exalt Academy of Pine Bluff will be composed of at least 5 members and no more than 9 members. The executive committee of the board will include a chair, vice chair, treasurer and secretary. The executive committee will recruit and nominate all board members based upon a board-approved composition matrix. A sample matrix has been included below:

BOARD OF DIRECTORS COMPOSITION MATRIX				
CHARACTERISTICS	**Prominence & Executive Experience**	**Importance to School's Development**	**Priority for Recruitment (H,M,L)***	**Potential Board Recruits Fits**
DEMOGRAPHICS				
Age				
25-44				
45-59				
60-70				
Over 70				
Gender				
Male				
Female				
Place of Residence				
Pine Bluff				
Pine Bluff Metro Area				
Central Arkansas				
Other				
Ethnicity				
African American				
Asian/Pacific Islander				
Caucasian				
Hispanic/Latino				
Native American				
Other				
Profession or Committee Fit				
Philanthropic Involvement				
Accounting				

Legal				
Fundraising Experience				
Education / Charter Schools				
Recruitment/ Community Organization				
Marketing				
Real Estate				
Grant Writing				
Event Planning				
Banking				
Public Relations				
Entrepreneurialism				
Other				
**H, M, L: Indicates priority as High, Medium or Low*				

The following is a policy that the board of Little Rock Preparatory Academy (LRPA) uses to guide its selection and orientation of new board members.

Candidate/Trustee Selection & Orientation

The Candidate-

- After assessing what skills the board needs, suggestions of potential candidates from current board members are given to the Governance Committee.
- Once the Governance Committee decides on a candidate, they are approached to see if they would consider serving on the board.
- The candidate is invited to tour LRPA with at least one board member (preferably the board chair) and the Executive Director. They are given the job description and other information asked for.
- If both sides feel the candidate is a good fit, their name is submitted for a vote at the next board meeting.

The New Trustee-

- A phone call is made to the newly elected Trustee by a board member telling them they have been elected. A follow-up letter of congratulations is sent to them from the board chair and Executive Director.
- The new Trustee is given a Board Manual. This is where details are covered and questions answered. A pledge card for the Annual Fund is also given to the new Trustee. If there is more than one new Trustee, this is done in a group setting.
- By the end of the group orientation or their first board meeting, the new Trustee(s) should:
    1. be assigned to a board committee
    2. have pledge card signed and returned
    3. have Trustee Agreement & Conflict of Interest forms signed & returned

Board Succession

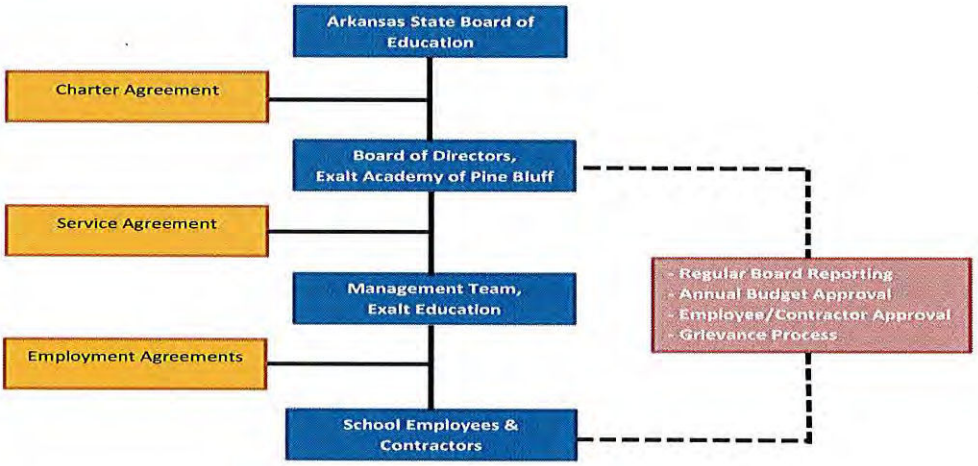
The school board members will serve in staggered 3-year terms. The officers of the board will be nominated and elected by the board acting together as a collective. The vice chair will be groomed to assume the chairmanship from the acting chair every 3 years. The board holds annual retreats and planning sessions so that it can manage its succession in a deliberate, premeditated manner that ensures its vitality and effectiveness.

Board Responsibilities

The school board will act as the public fiduciary agent with the Arkansas State Board of Education. It will be responsible for making sure that the Exalt Academy of Pine Bluff meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board will oversee the finances, management and operations of the Academy through a service agreement with Exalt Education, which will employ the management team of the school.

Below, the organizational chart illustrates the proposed relationships between the Arkansas State Board of Education, the Board of Directors of the Academy, the Management Team of the Academy, and the Employees and Contractors of the Academy. Documented agreements will formalize the relationships between each party so that there is accountability for measurable performance and appropriate attention to avoiding conflicts-of-interest.

Exalt Academy of Pine Bluff
Proposed Organizational Chart



Final Decision-making Authority

As the fiduciary agent to the State Board of Education, the Academy's board of directors 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. The board will oversee these and other areas through the service agreement with Exalt Education.

The board will hold regular monthly meetings that will comply with Open Meetings Law and all other applicable laws. During these meetings, members of the management team will provide the board with reports on all major aspects of the school, including but not limited to:

Board Reporting Priorities		
Finance/Operations	**Teaching-and-Learning**	**Client Service**
Budget formation &	Teacher qualifications	Parent demand & engagement
Cash flow management	Teacher effectiveness	Parent satisfaction
Human resources	Program delivery	Student behavior & retention
Regulatory compliance	Lesson preparation	Student attendance & tardiness
Ancillary services	Formative assessment	Student grading & report cards
Vendor contracts	State benchmark testing	Student portfolios & recognition
Facilities setup & operation	National testing	College preparation &

The board will be responsible for ensuring that it remains a strong public fiduciary agent of the Academy, including such governance functions as: board recruitment and succession; board member orientation, training and development; policy formation and oversight; organizational strategic planning; and community and parent engagement.

Governance Process

The Exalt Academy of Pine Bluff will establish a governance structure that is similar to the model in place at the Little Rock Preparatory Academy. The following is a summary of the most distinctive features of this governance structure:

1. Adherence to State and Federal Law: The management of the School must be proactive and judicious in engaging the board on all regulatory matters. The board is briefed on routine and periodic regulatory processes throughout the year, including accreditation, APSCN cycle reporting, state-mandated personnel training, teacher licensure, fiscal year-end closeout, ACSIP preparation and approval, and special education monitoring. The board's executive committee directly represents the Academy at state board hearings, legislative audit committee meetings, and other public reporting events.

2. Adherence to Carver Policy Governance Model: All boards that are members of the Exalt Education network adopt John Carver's Policy Governance model. In order to adopt this model, they are provided with copies of the book, "*Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*," when they join the board of directors. John Carver is an internationally known governance expert and consultant who has worked with the boards of hundreds of non-profit organizations and for-profit corporations in the U.S. and Canada for over 25 years. His book provides a step-by-step, explicit guide on how to implement the Policy Governance model properly so that there is a very clearly defined, productive relationship between boards and the executive leaders who they retain.

3. Autonomy from Management: All boards that are members of the Exalt Education network adopt a broad conflict-of-interest policy to guide their activities and that of the management teams that they oversee. A sample of Little Rock Preparatory Academy's conflict-of-interest policy is included in Section XVI: Conflict of Interest. A practicing attorney will serve on the Exalt Academy of Pine Bluff's board of directors, and will take responsibility for ensuring that proper precautions are taken to guard against the problems

associated with conflicts-of-interest. There will be no family, contractual, compensated or other conflicting relationships between the board of the Academy and the executive leader that it oversees.

4. Strong Leadership: One of the closely held beliefs of the Academy's founding leadership is that operating exemplary public schools in underserved communities requires the involvement of a cadre of talented, diverse leaders. The fate of a public school should not hinge on just one or two leaders with wide-ranging authority, but rather, should be supported by the many contributions of a well-rounded leadership team working in close concert and with mutual accountability. As a result, the Exalt Academy's management team will not seek to limit the school board's talent and expertise, but will try to expand the pool so that the board is providing the school's administration with the best possible guidance, wisdom and problem-solving capacity.

5. Distinguished Expertise & Balanced Composition: Public charter schools function as small school districts, entrepreneurial businesses, and educational service centers – all combined into one operating entity. Consequently, they must have a board of directors that must enable the administrative team to navigate dozens of priorities – any one of which could be detrimental to the institution if not handled appropriately and with the benefit of the right domain knowledge. To meet this challenge, the board of directors of the Exalt Academy of Pine Bluff will be carefully composed so that it draws on distinguished professionals with expertise in a range of different professions.

6. Transparency: Public charter schools receive taxpayer dollars and operate in the public domain. They are subject to dozens of different state and federal laws that are designed to encourage and promote transparency, from the Open Meetings Act and the Freedom of Information Act to the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and the U.S. Elementary & Secondary Education Act. To be successful in this climate, the Exalt Academy of Pine Bluff must take steps to embrace transparency, which translates into an organization-wide ethic of proactive, timely, explicit, open communication.

7. Disciplined Application of Mission: Angela Webster-Smith, the secretary of Little Rock Preparatory Academy's board of trustees, once pointed out that LRPA's board is effective because it isn't about asserting power; it is about fulfilling the organization's mission. Likewise, the Exalt Academy of Pine Bluff will avoid allowing competing agendas to set people at odds with one another when it could diminish the discipline of advancing the school's mission. By setting clear communication norms, adhering to the Carver Policy Governance model, and using its mission and vision as a touchstone, the board and administration will work together to enable the Academy to achieve its goals.

8. The Space between Good News and Emergency: Charles Stewart, the chair of the board of trustees of LRPA, frequently points out that a board should never be surprised by an announcement if it has been properly informed in advance. Too often, leaders get into the habit of reporting good news and disclosing emergencies – they do not seek the board's counsel when there is still time to shape the outcome. In Exalt-managed schools, leaders

are expected to engage the board as a "circle of critical friends" – advisors who must be engaged in decision-making early and often so that they aren't the last ones to find out about an institutional failure or a good fortune.

These features – which will serve as guiding tenets and important lessons learned – will become part of the fabric of how the board of the Exalt Academy of Pine Bluff engages with the members of the school's management team.

School Leadership Accountability to Parents

The School's leadership team, including the board of directors and management, will be accountable to parents through manage channels. These channels are fully delineated in Section XIX: Family Involvement.

Section IV. Mission of Exalt Academy of Pine Bluff

The Exalt Academy of Pine Bluff (EAPB) prepares students from educationally underserved areas of Pine Bluff for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Mastery will be measured by student performance on formative assessments, which the Academy will administer every 6-10 lessons in mathematics, language and reading, and student gains on the Arkansas Benchmark Assessments from spring to spring test administrations. College preparation will be measured by achievement gains between fall and spring administrations of the NWEA Measures of Academic Progress (MAP) and 8th grade scores on the ACT EXPLORE exam between fall and spring administrations.

Vision & Graduate Attributes

By serving students from kindergarten through eighth grade, EAPB will prepare them to enroll in high school Advanced Placement courses with a focus on successful college entry and completion. Student achievement will be guaranteed through differentiated instruction and formative assessment that ensures mastery of core subjects by all students.

As it expands, EAPB will play a central role in transforming Pine Bluff into an incubator zone for tomorrow's civic leaders, public officials, scientists, engineers, technologists, businesspeople, entrepreneurs and artists by graduating high-achieving, well-balanced graduates who possess the following attributes:

- Persevering: Able to power through obstacles to find success. Determined.
- Vital: Seize every opportunity to live life to its fullest. Live with urgency.
- Intellectually Curious: Continually seeking knowledge and the answers to life's questions.
- Honorable: Honest with oneself and with others. Respectful. Truthful.
- Resourceful: Either have or can find the skills and expertise to solve whatever problems arise.
- Self-Disciplined: In control of self. Direct energy and time productively.
- Healthy: Well-balanced physically, emotionally, psychologically and spiritually.

- Eloquent: Communicate effectively with awareness of one's personal voice.
- Conscientious: Kind to all living things. A responsible citizen and community member. Conscious of the interconnectedness of people worldwide.
- Accomplished: Create quality works that demonstrate skills, intelligence, ingenuity & work ethic.

EAPB's faculty and staff will do everything in our power to develop and deliver programs that foster these attributes in all students. Successful development of the Graduate Attributes will be measured through: (a) student engagement and behavior patterns; (b) student development of portfolios; (c) student-led parent-teacher conferences twice per year; (d) student learning exhibitions; (e) successful completion of the 8th grade Capstone course; (f) parent anecdotal input and standardized survey feedback; and (g) student performance on personality inventories and other assessments.

Section V. Educational Needs Analysis

In order to determine where to apply to open an exemplary new open-enrollment public charter school, the leadership team of Exalt Education, the sponsoring agent, gathered information on cities in Arkansas where there is a high concentration of persistently low-performing schools. Specifically, we reviewed the following information from the Arkansas Department of Education:

1. ***Priority Schools*:** These are schools that have the highest internal achievement gap between various groups of students. Typically, this gap exists between low-income, minority students and their middle- to upper-income peers, who are typically of Caucasian ethnicity. Priority Schools make the list because they are among the bottom 5% of all public schools as measured by the severity of the achievement gap.

2. ***Tier III Schools Failing to Meet Adequate Yearly Progress (AYP)*:** The State Department assists public schools that have consistently failed to make Adequate Yearly Progress (AYP) under the Federal *No Child Left Behind* Act. Over the past eight years, the Department has secured improvement grants from the U.S. Department of Education to help these lowest performing schools improve. Unfortunately, most of these schools have demonstrated limited success even with additional funding.

When we conducted this analysis, it became apparent that there were 4 communities that serve a large student population and have a high concentration of failing public schools. These communities are as follows:

- **Central Little Rock Region,** where the Little Rock Preparatory Academy (LRPA) is currently operating and experiencing success;

- **Southwest Little Rock Region,** where we are interested in expanding with LRPA as our anchor school;

- **Pine Bluff School District,** where there is a high concentration of struggling public schools and other related needs;

- **Dollarway School District,** where there is a high concentration of struggling public schools and other problems associated with fiscal distress.

As a result, we submitted letters of intent to apply for charters in the Pine Bluff School District and the Dollarway School District.

After investigating the Pine Bluff Metropolitan Statistical Area (MSA), we learned that, because of their close geographic proximity to each other, one open-enrollment public charter school could likely serve students from the Pine Bluff and Dollarway School Districts. We do not think that the Exalt Academy of Pine Bluff will draw away many students from the White Hall District or the Watson Chapel School District, which are also located in Jefferson County, because they are further removed from the city of Pine Bluff – separated by major freeways or situated within their distinct geographic areas. In addition, White Hall and Watson Chapel are serving a residential population that is quite different from the population of Pine Bluff and Dollarway. The Exalt Academy of Pine Bluff will concentrate its marketing and outreach efforts on recruiting students from within the boundaries of the Pine Bluff and Dollarway School Districts.

The following is a combined analysis of school performance among public elementary and middle schools in the Pine Bluff School District and the Dollarway School District. We believe that this analysis effectively shows the concentrated need and similarity in population between the two contiguous districts.

Persistently Low-Performing Elementary & Middle Public Schools

The following is a list of elementary and middle schools in the Pine Bluff School District and the Dollarway School District that includes school name, number of students enrolled, grade levels served, and state- or federal-designated AYP Tier III or Priority List performance status.

Attributes of Schools in Pine Bluff & Dollarway School Districts in 2011-2012 Year			
Elementary Schools	**Students**	**Grade Levels**	**Performance**
Altheimer Martin Elementary	85	K - 5	Priority
Broadmoor Elementary	393	K - 5	
Greenville Elementary	325	K - 5	Priority
Matthews Elementary	201	K - 5	Tier III
Oak Park Elementary	413	K - 5	Tier III / Priority
Southwood Elementary	353	K - 5	Tier III
Townsend Park Elementary	354	K - 5	Tier III
W.T. Cheney Elementary	366	K - 5	
Thirty-Fourth Ave. Elementary	398	K - 5	Tier III
Middle Schools			
Belair Middle	338	6-8	Tier III / Priority
Jack Robey Junior High	685	8-9	Priority
Robert F. Morehead Middle	336	6-8	Priority
Southeast Middle	372	6-8	Tier III
9 Elementary & 4 Middle Schools	**4,619**	**K-9**	**85% Tier III or Priority**

Key Findings: As the chart illustrates:

- 6 of 13 elementary and middle schools in Pine Bluff and Dollarway, or 46%, are Priority Schools as designated by the Arkansas Department of Education.

- 7 of 13 elementary and middle schools, or 54%, have been designated as Tier III AYP Schools. These schools have failed to meet Adequate Yearly Progress for a number of years.

In total, 85% of the schools have been designated as either Priority or Tier III schools. These schools serve a combined enrollment of 4,619 students in grades K-9.

Poverty Concentration & Ethnicity

Below, the chart provides information on the enrollment, eligibility for Federal Free & Reduced Lunch, and ethnicity of the students attending these schools.

Attributes of Students in Pine Bluff School District & Dollarway School District in 2011-2012 Year						
Elementary Schools	**Enrollment**	**FRL***	**African American***	**Caucasian***	**Hispanic***	**Other***
Altheimer Martin Elementary	85	98%	99%	0%	0%	1%
Broadmoor Elementary	393	89%	95%	3%	1%	1%
Greenville Elementary	325	98%	98%	1%	0%	0%
Oak Park Elementary	413	94%	96%	2%	0%	0%
Matthews Elementary	201	98%	88%	7%	2%	1%
Southwood Elementary	353	86%	94%	1%	1%	2%
W.T. Cheney Elementary	366	77%	89%	7%	1%	1%
Thirty-Fourth Ave. Elementary	398	91%	98%	0%	1%	0%
Townsend Park Elementary	354	95%	90%	7%	1%	1%
Middle Schools						
Belair Middle	338	87%	93%	2%	1%	2%
Jack Robey Junior High	685	79%	96%	1%	0%	2%
Robert F. Morehead Middle	336	93%	90%	7%	0%	2%
Southeast Middle	372	88%	97%	1%	0%	1%
8 Elementary & 4 Middle Schools	**4,619**	**89%**	**94%**	**3%**	**1%**	**1%**
* **Please Note:** Total average figures represent a weighted average that takes into account school enrollment.						

Key Findings: As the chart illustrates:

- On average, 89% of the students enrolled in elementary and middle schools in Pine Bluff and Dollarway qualify for the Federal Free & Reduced Lunch Program.
- On average, 94% of the students enrolled in elementary and middle schools in Pine Bluff and Dollarway are of African American ethnicity.

These statistics mean that fewer than 11% of students in the Pine Bluff and Dollarway Districts are required to pay for their lunch and less than 6% of students are of an ethnicity other than African American. These figures point to one of the highest concentrations of low-income minority populations in the state of Arkansas.

Percent of Students in Tested Subjects & Grades Failing to Achieve Proficient

Below, the chart shows the percent of students in these schools who scored either Below Basic or Basic in spring 2011 testing.

Analysis of Students Failing to Achieve Proficient in Pine Bluff School District & Dollarway School District										
		Math			Literacy			Science		
Schools For Which Spring 2011 ACTAAP Data Was Available	Students	% Below Basic	% Basic	Combined	% Below Basic	% Basic	Combined	% Below Basic	% Basic	Combined
Elementary Schools										
Altheimer Martin	43	14	30	44	7	44	51	18	36	54
Broadmoor	202	16	32	49	13	28	41	39	47	86
Greenville	175	13	35	48	13	39	52	42	47	89
Oak Park	184	28	32	60	21	34	55	55	35	90
Southwood	188	17	19	35	7	30	36	31	48	79
Thirty-Fourth Ave.	224	10	30	40	6	29	35	39	51	90
Townsend Park	272	14	20	34	18	32	50	39	45	84
W.T. Cheney	182	9	17	26	7	24	31	17	54	71
Middle Schools										
Belair	328	23	21	44	9	52	61	49	36	85
Jack Robey	349	54	19	73	21	36	57	N/A	N/A	N/A
Robert F. Morehead	357	29	21	50	11	44	55	54	37	91
Southeast	344	23	21	44	7	40	47	49	42	91
Tested Students in Grades 3-9	**2,848**	**24**	**23**	**47**	**12**	**37**	**49**	**43**	**43**	**86**
Please Note: Total average figures represent a weighted average that takes into account the number of tested students.										

Key Findings: As this chart illustrates:

- 47% of students, or 1,339 students in grades 3-9, failed to achieve Proficient in Math.
- 49% of students, or 1,396 students in grades 3-9, failed to achieve Proficient in Literacy.
- 86% of students, or 2,449 students in grades 3-8, failed to achieve Proficient in Science.

These failure rates are among the highest of any community in the state of Arkansas. It is clear that a new approach is needed to improve public education in the Pine Bluff Region. Exalt's leadership team is seeking to open a new public charter school that serves these students.

Why the Exalt Academy of Pine Bluff Represents A Viable Solution

Exalt Education is an Arkansas non-profit organization that has developed an academic design that is specifically formulated to address the unique needs of low-income students. According to research on early childhood, these students typically enter kindergarten already at a significant academic, developmental and social deficit relative to their more affluent peers. In most public schools, these students only fall farther behind as they are promoted from kindergarten through twelfth grade. An intensive, specialized approach is necessary to enable these students to close the achievement gap with their more affluent peers and prepare for competitive colleges and advanced careers by the time they graduate from 8th grade. Exalt's Academic Design & daily schedule are described in the next section of this application.

Section VI. Educational Program: The Exalt Academy Design

The Exalt Academy of Pine Bluff (EAPB) will implement the Exalt Academies' Academic Design, a research-based, best practice academic design that will be provided by the Academy's sponsoring agent, Exalt Education.

Exalt prepares students for competitive colleges, advanced careers and a life of citizenship and leadership in their communities. Schools within the Exalt network fulfill this mission by managing innovative, highly effective schools that implement an academic design with eight core elements. Exalt's leadership has chosen these eight elements, not because they are new to education, but because they are proven, research-validated best educational practices that are highly effective when properly implemented and supported.

Eight Element Design

The eight elements in the Exalt Academic Design are described below:

1. Serve students from early childhood through secondary education

Many schools do not use one coherent curriculum across all major subjects and grade levels. As a result, there are gaps in the instruction that students receive when they move from one classroom to another, one grade level to another, and/or from elementary to middle school. By implementing a single, coherent academic design, EAPB will ensure that students do not have any gaps in their education.

2. More focused learning time using an interdisciplinary schedule

EAPB will offer a 200-day school year, which is at least 2 weeks longer than most surrounding public schools. EAPB will offer a school day that is between 20 percent and 30 percent longer than most surrounding schools. Students arrive at 7:00 a.m. and are picked up at 4:30 or 5:00 p.m. The longer day allows for deeper, higher-quality student learning.

EAPB has an interdisciplinary schedule that provides students with the opportunity to learn across subjects in a broader, more holistic way. For example, it would be common for students to integrate math, art, geography and literacy into a project for their Global Studies interdisciplinary block. This kind of project increases students' capacity to think critically, solve problems, and synthesize information into knowledge.

3. Multi-modal learning environment

All people learn in different ways and at different rates, particularly when they are developing cognitively, behaviorally and socially as young children. By using different modes of instruction, teachers are able to differentiate the delivery of desired concepts, skills and knowledge so that students are most likely to receive, process, synthesize and master them. For example, students process and retain information in different ways when they listen to a teacher-delivered lecture, read a book, deliver a presentation, or engage in a hands-on, cooperative group project. That is why it is important for students to learn in different modalities throughout the school day. The key to learning is to actively engage students in the learning process. By having students learn in different modalities, EAPB seeks to maximize student engagement throughout the day.

4. Embedded Standards & Assessment

Throughout the year, EAPB will continually assess student learning an average of every 6 to 10 lessons to ensure that students are mastering every subject. We do not place students into courses or push them through from one grade level to the next without the skills they need to be successful. EAPB will use summative assessments to evaluate students' progress between 3 and 5 times a year to determine how they stack up against their peers nationally and against Arkansas state standards. We use the test results to specially design individualized instruction for every student so that we can assure that students are learning exactly what they need to learn to be successful.

EAPB will use a comprehensive standards framework that combines the Common Core with Arkansas State Standards and the primary curricular frameworks that are part of the Exalt Academies Academic Design. When Exalt Education begins operating a school in a new state, a

comprehensive standards alignment is done for grades K-8. This alignment ensures that learning standards and objectives are embedded into lesson preparation and instructional delivery throughout the school day.

5. Greater Teacher Ownership & Opportunity

EAPB will seek to recruit the best and brightest teachers. The school will be run by a team of educators who are gifted, hard-working, and accountable for student learning. The leadership team will have at least 5 dedicated on-site members, each with defined areas of authority and subject expertise. All members of the faculty are part of a curriculum and/or grade level team.

At EAPB, all teachers will be set up for success. Through its sponsoring agent, Exalt Education, EAPB will provide all teachers with 3-4 weeks of training in the summer so that they are firmly grounded in research-validated instructional methods, proven academic programs and the school-wide behavioral system. Every Wednesday throughout the year, EAPB's teachers will participate in 3 hours of structured professional development.

EAPB will have 2 teachers in every elementary classroom. This co-teacher model allows for small student-to-teacher ratios and encourages greater teacher collaboration around lesson planning and delivery. The co-teacher model counteracts the isolation that teachers frequently experience in traditional schools, decreases teacher burnout, and promotes greater job satisfaction.

6. Enhanced Use of Technology

EAPB's teachers will actively integrate technology into the classroom through frequent use of teacher-issued laptops, in-focus machines and document cameras. These tools will enable teachers to deliver multi-media lessons. The Academy will have a fully networked computer lab. It will use computer-adaptive assessments to develop a learning profile of each student that the profile can be used to develop lessons and provide an individualized education. As students progress from kindergarten through eighth grade, course offerings will expand to increase their technological proficiency, including keyboarding, work in Microsoft Office programs and development of multimedia portfolios.

7. Focus on Competitive Colleges & Advanced Careers

EAPB will prepare students for competitive colleges and advanced careers through a liberal arts education. In this case, "liberal arts" means a focus on developing the broad foundation of knowledge, skills and attributes needed to succeed in competitive colleges, advanced careers and other paths that they may choose. The academic design is anchored by research-validated curricula in all major subject areas, including:

- The Core Knowledge Sequence in civics, science, geography, history, art, music and other subject areas;
- FOSS in science;
- Programs, such as Connecting Math Concepts and Reading Mastery, that were developed by the National Institute for Direct Instruction in reading, language and mathematics;
- Saxon Mathematics in grades 5 through 8;
- The Body Shop in health and physical education; and

- Other proven curricula.

Many of these curricula have been found to be extremely beneficial to student learning and school performance in literally dozens of local and national studies that were published over the past forty years.

8. Structured Leadership Development
EAPB will implement a positive behavior support system the helps students grow into productive citizens and leaders. Students have opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

The Academy's leadership believes that all students deserve only the best education. The eight elements in the Exalt Academy Design have been proven effective in preparing students for college at exemplary public schools all across the country. However, in our leadership team's experience, no single public school or network of public schools has merged all 8 of these elements into one coherent educational model until Exalt Education began starting and managing public charter schools in 2010.

Use of Time in Exalt Academies
The Exalt Academy of Pine Bluff will utilize a unique school day and year-round academic calendar to create an educational environment that is optimal for all members of the school community, including students, their families, and the teaching faculty. This overview describes the daily schedule and yearly calendar that is implemented with students in grades K-5.

Daily Schedule for Students & Families
Attachment IVA. illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled "Multi-modal Learning Times" illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

Description of Daily Schedule
The following is a brief description of the daily schedule:

Morning Advisory: Students arrive for a morning Advisory period between 7:00 and 7:30 am. After arriving, students have breakfast in the cafeteria, make their way to their home room, and report to their advisory teacher, who will see them every morning. During this period, teachers will spend up to 60 minutes assisting students individually with one-on-one, self-paced learning. Students will confirm that they have completed their assignments from the previous day. Nutritional snacks will be distributed to make sure that all students get breakfast. Students who are struggling with coursework may be asked to take diagnostic assessments or repeat lessons to build greater proficiency. Those students who are excelling in class will be provided with enrichment material, such as computer-based, adaptive lessons, advanced coursework, exploratory assignments and research projects.

Daily Assembly: At 8:30 am, students will gather in a common space at the school for a multi-grade assembly. During this assembly, they will receive a daily message from the leadership team that emphasizes a community goal for the day, marks the birthdays of students and faculty, and celebrates national holidays and global cultural events. School staff will recognize exceptional students who exemplify school values and expected behaviors, and students will be encouraged to recognize each other's accomplishments. The School will celebrate academic success daily during this assembly. Students or small groups of students who have mastered the curriculum, received a 100% on a test, continually score 90% or better on daily work, or are excelling academically in other ways, will receive public recognition. The assembly will conclude promptly at 9:00 am.

Morning Literacy Periods – Reading, Language & Mathematics: From 9:00 to 11:50 am, students will master basic literacy skills by spending 90 minutes in a reading block, 60 minutes in a math block, and 50 minutes in a language block. During these periods, students will be grouped by performance level and receive instruction in small groups so that individual needs can be met. The teaching faculty will work closely together in a carefully coordinated schedule to divide classes of 30 students into small groups of 8-16 children for scripted instruction. During this period, trained teachers and instructional aides will be fully engaged in the classrooms to allow for small student-to-teacher ratios. If students are exhibiting unique deficits in core subjects, the learning times may be extended to accelerate acquisition of desired knowledge, concepts and skills.

Morning Recess: In the middle of the literacy block, from 10:30 to 10:50 am, students will take a break from instruction for a recess. During the recess, they will engage in supervised play on a playground structure with close adult involvement. After getting some exercise, they will return to the literacy block to finish out the final hour of instruction.

Mid-day Lunch/Physical Education: At 11:50 pm, students will have lunch and physical education. In grades K-I, lunch will be followed by a physical education period with structured play. In grades 2-5, lunch will be followed by health, nutrition and intramural athletics on outdoor fields or indoor multipurpose space. Lunch may be offered at 11:50 am, 12:15 pm and 12:35 pm (staggered schedule) to ensure that all students can dine in the school cafeteria.

Afternoon Humanities, Natural World & Global Culture Courses: From 1:10 to 4:00 pm, students focus on other subject areas while reinforcing the reading and math skills learned that morning:

- During a Humanities period, they learn the mechanics of good writing and explore literature, including basil series and other literature works selected from Junior Great Books, Core Knowledge and other sources.

- During a Natural World period, they learn the fundamentals of scientific studies, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. This period reinforces basic computational skills.

- During a Global Studies period, students learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. In kindergarten and in first grade, the Global Studies period reinforces basic reading and writing skills.

Starting in second grade, students begin to learn Spanish so that they are conversant in both English and Spanish by eighth grade.

Afternoon Recess: In the middle of the afternoon block, from 2:50 to 3:10 pm, students take a break from instruction for recess where they will engage in supervised play on a playground structure with close adult involvement.

Afternoon Advisory: At 4:00 pm, students return to their advisory classes for individual study. Students will depart between 4:30 or 5:00 pm, so teachers will spend up to 60 minutes providing students with self-paced, individualized study in this final period. During this time, students complete individual assignments given during the day. Struggling students may be asked to take diagnostic assessments and/or go over content from their core courses to build greater proficiency. Excelling students will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects. Through the Advisory periods, families have the option of picking up excelling students for more time at-home (up to one extra hour every day) while teachers will maximize their time working individually with struggling students.

Benefits of a Longer Day: By offering a longer school day, the School offers students at least 30% more instructional time than the average public school. This extra time is necessary to ensure that students can learn individually, in small groups and in whole classes; develop a strong foundation of knowledge and skills across all subject areas; and reach their greatest potential as leaders, scholars and citizens.

Extended Academic Calendar

The School commences each academic year in mid-August and concludes in late June. The academic calendar consists of 200 instructional days – four weeks longer than the average 180-day district calendar. This schedule allows plenty of time for seasonal breaks, religious holidays and cultural celebrations including a week-long fall break, 8 days off for the winter break, and a week-long spring break. (Attachment IVB)

Benefits of an Extended Academic Calendar

The School celebrates all national holidays consistent with most district calendars. In fact, the School calendar will include a longer Winter Break and a longer Spring Break so that families have more quality time in which to celebrate their cultural and/or religious traditions together. These breaks provide students with needed time away from rigorous studies without so much time off that they experience significant regression in their academic studies.

By shortening the Summer Break, the School minimizes the academic regression that frequently occurs during a long summer vacation. Families have six weeks in which to take summer vacation with their children and enjoy the break together. With the shortened summer break,

families are faced with only six weeks versus the typical ten or eleven week break, during which they must make arrangements for summer care. By taking this approach, the School extends support to those families who cannot afford fees for summer activities, and instead, must determine how to keep their children occupied during the work day.

During the 42-day summer break, the School provides all staff with at least 2 weeks of vacation time. In July and August, all new faculty members receive 4 weeks of initial orientation and training so that they are adequately prepared for the first day of classes. Returning faculty members host this training and participate in at least one full week of continuing training preceding the start of each year.

Some school days may be shortened to allow for ongoing professional development, quarterly parent meetings, and other important activities. Even with these shortened days, students receive over 3 years of additional learning time (in comparison to surrounding schools) as they progress from kindergarten through eighth grade.

Section VII. Rigorous, Measurable Goals on Summative Assessments

The Exalt Academy of Pine Bluff (EAPB) will have:

- One measurable set of goals for student achievement relative to the Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP);
- One measurable set of goals for student achievement relative to the NWEA Measures of Academic Progress (MAP);
- One measurable set of goals for student performance relative to the 8th grade year, which will be the culminating year at the Academy.

These three sets of goals are delineated below.

Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP)

EAPB will administer the ACTAAP in all required subjects and grades including reading, reading comprehension, mathematics, mathematics reasoning, science and other subjects that may be required. The Academy will have three goals for student performance on the ACTAAP:

- In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced." Gains will be measured across all categories of proficiency so that the Academy is evaluating the growth of students who start at all places in the achievement continuum, from Below Basic to Advanced.

- By the spring of their 5th grade year, a higher percentage of students in the classes at the Exalt Academy of Pine Bluff will achieve proficient or advanced in all tested subjects than the average among all students in the 4 public school districts in Jefferson County: Pine Bluff School District, Dollarway School District, White Hall School District and Watson Chapel School District. By surpassing the county average in the 5th grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will

serve a high concentration of low-income students and the average among all public schools countywide.

- By the spring of their 8th grade year, a higher percentage of students in the classes at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas. By surpassing the state average in the 8th grade year, classes of students will demonstrate that they have eliminated the achievement gap between public schools serving a high concentration of low-income students and the average among all public schools statewide.

NWEA Measures of Academic Progress (MAP)
EAPB will administer the NWEA MAP in reading and mathematics in grades 1-8. Students will take the MAP in the fall (September-October) and spring (May-June) of each year. A winter testing (January-February) may also be administered as necessary to track and support strong student learning gains. EAPB will have three goals for student achievement on the NWEA MAP:

- In grades 1-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year.
- By the spring of their 5th grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50th percentile.
- By the spring of their 8th grade year, a higher percentage of all students in the 8th grade classes at the Exalt Academy of Pine Bluff will score above the 50th percentile than among all schools that are part of the national sampling population. By surpassing the national average in the 8th grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will serve a high concentration of low-income students and the average among all schools that participate in the NWEA MAP nationwide.

Performance of 8th Grade Students
The 8th grade year is a very important year because it is the year that EAPB will expect students to meet its graduate standards. The Exalt Academy will have three goals for student performance in the 8th grade year:

- 100% of students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8th grade year, including: (a) completing a thesis research paper and delivering a thesis presentation; (b) completing and exhibiting a multimedia portfolio; (c) completing a job shadowing with a business professional; (d) visiting at least 4 college campuses over the course of the year; and (e) completing over 25 hours of community service and/or experiential learning.
- Over 80% of students will achieve a score that is indicative of college readiness on the ACT EXPLORE in the spring of their 8th grade year.
- Over 80% of students will be admitted to college-preparatory high school programs in the spring of their 8th grade year.

Progress on these summative assessments will be regularly monitored and reported to the Arkansas Department of Education and Arkansas State Board of Education through the dissemination of annual reports.

Formative Assessment
To reach the measurable goals delineated above, EAPB will track student learning and school performance frequently using a variety of formative assessments and performance indicators. These formative measures include but are not limited to: (a) student attendance, tardiness and retention; (b) student behavior rewards and infractions; (c) parent demand and satisfaction; (d) student lesson progress and 1st time mastery in reading, language and mathematics; (e) quarterly student grading and report card distribution; (f) student development and presentation of portfolios at semi-annual student-led parent-teacher conferences; and (g) student completion of 8th grade graduation requirements, including a job-shadowing, site visits to at least 4 postsecondary institutions and participation in service learning.

Progress against these formative measures will be tracked continuously and report to EAPB's board of directors on a monthly, quarterly, semi-annual and annual basis. As EAPB's authorizer and a statewide body charged with overseeing all public schools in Arkansas, neither the Arkansas Department of Education nor the Arkansas State Board of Education need to be frequently apprised of these indicators. Such communication would needlessly over-burden the public reporting process. However, upon request, EAPB would be happy to provide samples of the monitoring reports and analyses that are provided to the school's board of directors. Such documentation will, of course, be a part of the public record and available for request under the Freedom of Information Act.

Section VIII. Curriculum Development & Alignment

Exalt Education has already engaged in the process of aligning the Common Core Standards with the Arkansas Curriculum Frameworks and the core curricula that anchor the Exalt Academic Design, including the Core Knowledge Sequence, FOSS Science, and Direct Instruction. Upon request Exalt can provide you will a full alignment of our curriculum and Common Core with Arkansas State Standards. We are not submitting it now due to page restraints.

Before opening the School, the leadership team systematically evaluated and modified all curricula to ensure full alignment with Arkansas Curriculum Frameworks as well as the Common Core Standards and prepared an extensive alignment document for this purpose. Along with smaller documents to be used as tools and accountability documents for each teacher. The Exalt Curriculum Professionals set the scope and sequence for each subject from kindergarten through 8th grade ensuring that the corresponding book and lesson number for Exalt's curriculum are aligned with the Common Core State Standards. Exalt's curriculum combines a variety of instructional methods together with innovative, research-based programs that have a well-documented track record of success.

The Arkansas Curriculum Frameworks for Social Studies and Science are aligned to the Core Knowledge and FOSS Science Scope and Sequences for grades K-8. To meet frameworks that are not covered within these sequences, additional areas were added, such as a unit on the Scientific Method or Arkansas History. Using the 200 day school calendar, the amount of time that classes will meet and grade appropriateness, the scope and sequence alignment contains time frames for each set of frameworks to be mastered. The units are arranged in a sequential order to

build learning throughout the grade levels where cross-grade collaboration can occur as well as prior knowledge that will be built upon. Furthermore, the Core Knowledge Sequence will be adjusted and modified throughout the school year to ensure the needs of each grade level frameworks are continuing to be met and mastered.

The ELA and Math Common Core Standards are divided into months and laid out in math and writing units. Within each month, there will be a group of common core standards to meet, master, and assess. Teachers will use Writer's Workshop, Direct Instruction Curriculum, Saxon Math and Math Skills to meet the objectives and goals for these standards.

A key design element in Exalt's model is not only to fully aligning our academic framework to Common Core and State Standards, but to make the alignment a usable working tool for our teachers.

Section IX. Target Geographic Area: City of Pine Bluff

Population in City and Metropolitan Statistical Area (MSA)

Pine Bluff is the largest city and county seat of Jefferson County, Arkansas. It is also the principal city of the Pine Bluff Metropolitan Statistical Area (MSA). According to 2006 U.S. Census Bureau estimates, the population of the city is 52,693, ranking it as the 7th most populous city in the state. According to the Census Bureau, the city has a total area of 46.8 square miles, of which 45.6 square miles is land and 1.2 square miles, or 2.65%, is water.

Pine Bluff Population Trend		
Census	Pop.	%±
1850	460	—
1860	1,396	203.50%
1870	2,081	49.10%
1880	3,203	53.90%
1890	9,952	210.70%
1900	11,496	15.50%
1910	15,100	31.40%
1920	19,300	27.80%
1930	20,800	7.80%
1940	21,300	2.40%
1950	37,200	74.60%
1960	44,000	18.30%
1970	57,400	30.50%
1980	56,600	−1.4%
1990	57,100	0.90%
2000	55,085	−3.5%
2010	49,083	−10.9%
sources:[25][26]		

Pine Bluff is the largest city in a three-county MSA including Jefferson, Cleveland, and Lincoln counties. Suburbs of Pine Bluff include Altheimer, Dollarway, Moscow, Packingtown, Pinebergen, Redfield, University Park, Watson Chapel and White Hall.

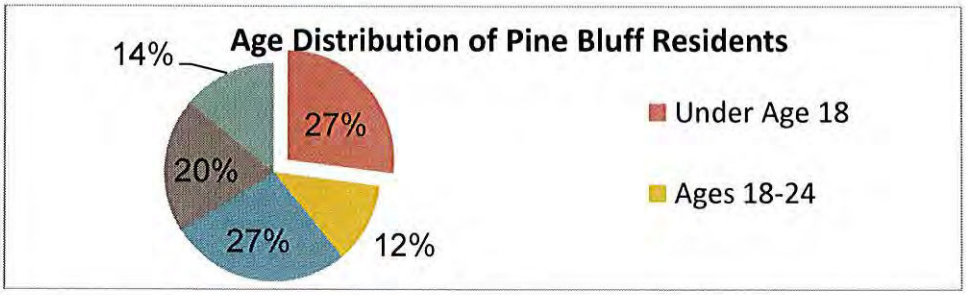
The Pine Bluff MSA population in 2000 was 107,341 people. The Pine Bluff MSA population in 2007 dropped to 101,484. Pine Bluff was the fastest-declining Arkansas MSA from 2000 to 2007.

In the 2000 Census, the City of Pine Bluff included 19,956 households and 13,350 families. The population density was 1,207.6 people per square mile. There were 22,484 housing units at an average density of 492.9 per square mile. The racial makeup of the city was 66% African American, 32% White and 2% of other ethnicities.

Resident Age, Household Type & Income Levels

Among Pine Bluff households reported in the 2000 Census, 33% had children under the age of 18, 39% had married couples living together, 24% had a female householder with no husband present, and 33% were non-families. Nearly 30% of all households were made up of individuals

living alone and 12% had someone living alone who was 65 years of age or older. The average household had 2.57 members and the average family includes 3.20 members. Below, the pie chart illustrates the 2000 Census distribution of residents across 5 age groupings. At that time, the median age was 33 years.



In 2009, Pine Bluff was included on the *Forbes* list of America's 10 most impoverished cities. The median income for a city household was $27,247 and the median income for a family was $34,362. Males earned a median income of $30,766 versus $21,009 for females. The per capita income for the city was $14,637. About 21% of families and 26% of the population were below the poverty line, including 37.0% of those under age 18 and 18.2% of those ages 65 or over.

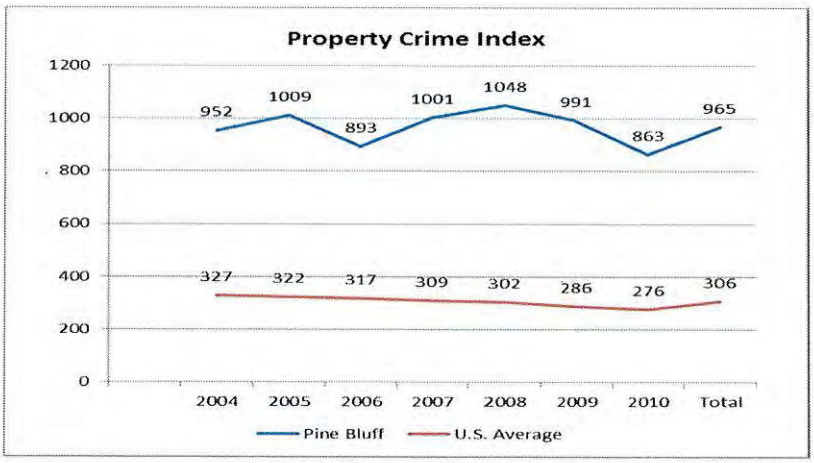
Violent & Property Crime Rates from 2004 to 2010

In 2009, the Morgan Quinto Press ranked 344 Metropolitan Statistics Areas (MSA's) based upon the rates of crime per capita. According to this ranking, Pine Bluff has the 3rd highest crime. See the listing of the Top 25 Most Dangerous Cities.

OVERALL: 344 METROPOLITAN AREAS			
Most Dangerous 25:			
1	Detroit-Livonia-Dearborn, MI M.D.	14	Saginaw, MI
2	Memphis, TN-MS-AR	15	Albuquerque, NM
3	Pine Bluff, AR	16	Little Rock, AR
4	Las Vegas-Paradise, NV	17	Yakima, WA
5	Florence, SC	18	Tucson, AZ
6	Myrtle Beach, SC	19	Oakland-Fremont, CA M.D.
7	Flint, MI	20	Macon, GA
8	Stockton, CA	21	Phoenix-Mesa-Scottsdale, AZ
9	Jackson, TN	22	Houston, TX
10	Shreveport-Bossier City, LA	23	Modesto, CA
11	Miami-Dade County, FL M.D.	24	Sumter, SC
12	Charlotte-Gastonia, NC-SC	25	Alexandria, LA
13	Hot Springs, AR		

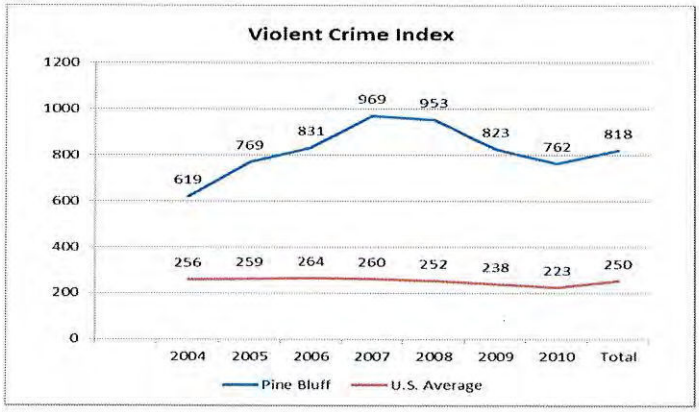
Property Crime

Over the past 8 years, Pine Bluff has suffered from rates of Property Crime – such as theft, burglary, arson and vandalism – that are 316% higher than the U.S. average.



Violent Crime

Over that same time period, Pine Bluff has suffered from rates of Violent Crime – such as rape, murder and assault – that are 327% higher than the U.S. average.



Impact on Jefferson County Districts

EAPB anticipates concentrating its community outreach, student recruitment and advertising efforts within 2 districts: (1) The Pine Bluff School District serves 4,573 students in grades K-12; (2) The Dollarway School District serves 1,449 students in grades K-12.

With a first year enrollment of 240 students in grades K-3, EAPB plans to serve 4% of the students in the Pine Bluff and Dollarway School Districts. Even at full enrollment, the Academy would serve less than 10% of the students in the two districts.

See the chart below for information on the students that the 4 Jefferson County districts enroll.

Jefferson County District Ethnic Composition in 2011-2012						
District	**Black**	**White**	**Hispanic**	**Biracial**	**Other**	**Total**
Pine Bluff School District	4,379	94	32	55	13	4,573
Dollarway School District	1,338	83	13	10	5	1,449
White Hall School District	437	2,299	90	42	105	2,973
Watson Chapel School District	2,115	872	39	3	18	3,047
Total	**8,269**	**3,348**	**174**	**110**	**141**	**12,042**
Percent of Total	**68.7%**	**27.8%**	**1.4%**	**0.9%**	**1.2%**	**100.0%**

EAPB does not plan to serve actively recruit families from the White Hall School District or the Watson Chapel School District. As the chart shows, these districts serve a different population and are generally performing at a higher level than Pine Bluff and Dollarway. Whereas EAPB's two target districts are located centrally within the City of Pine Bluff, White Hall and Watson Chapel are located across major highways or within their own separate municipal boundaries.

EAPB anticipates that over 80% of the students that it enrolls will reside within either the Pine Bluff School District or the Dollarway School District. It is possible that – due to the strength of word-of-mouth, freedom of parent choice, and other factors – as many as 20% of families who enroll their children in EAPB may be from White Hall and Watson Chapel.

Section X. The Annual Report: A Primary Means of Disseminating Information on Managerial, Financial & Academic Performance

The Exalt Academy of Pine Bluff's fiscal year will run from June 30th to July 1st of each calendar year. Within 3 months of the end of each fiscal year, EAPB will produce an annual report that provides a year-end appraisal of its performance. This report will be produced in accordance with the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include a precise, statistically valid examination of EAPB's performance against the Measureable Goals described earlier in this application narrative.

An excerpt of the ADE rules are included below for ease-of-reference.

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING THE
STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS
Adopted by the State Board of Education B February 1984
Revised June 10, 2002

2. RECORDS AND REPORTS

a. Each school shall maintain all reports and records necessary for effective planning, operation, and education.
b. Each school district shall annually submit a report to the Department of Education appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department of Education.

Section XI. Enrollment Process

Voluntary Enrollment
Student enrollment in the Exalt Academy of Pine Bluff (EAPB) will be voluntary. All students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment. These requirements will be consistent with District policies relating to admission of students into any grade. Other than the age of a student, there will be no criteria for selection of students. A student will be deemed admitted to and enrolled in the Academy when the student's application has been unconditionally accepted by the Academy following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied.

Phased Enrollments.
To make the opportunity to attend the Academy known as widely as possible, the Academy plans to contact Head Start centers, childcare centers, preschools and community centers in the Pine Bluff area to seek permission to contact families who have children attending those schools and to conduct informational meetings. In addition, the Academy will request permission from area districts to use any available district means of communication in order to make the opportunity to attend the Academy known to families who have children attending district schools.

Our plan is to conduct meetings periodically to inform parents about the school and to obtain enrollment applications. Local newspaper advertisements may be placed to advertise the school and announce the meeting schedule. We will also send newsletters to a mailing list, as that list is expanded with the addition of people expressing an interest in the school.

The Academy intends to conduct a multi-phase enrollment process. Each year, the Academy will set deadlines by which such applications must be received for each phase of the enrollment process and will determine the number of students to be admitted in each grade. The Academy's board of directors will approve any forms and policies that may otherwise be needed to govern the enrollment process. The Academy will accumulate all applications received on or before the deadline for each phase of enrollment; applicants are not accepted on a "first come, first served" basis except when students are admitted from the waiting list.

There are at least three reasons for using a multi-phase enrollment process. First, by having one enrollment phase take place early in the calendar year, families will be able to gain some certainty about whether or not their children have an option for the next year. If enrollment is filled in this early phase, those families whose children are not enrolled will have more time to find alternative options. A second reason for the multi-phase enrollment process is that the Academy will be better understand the community response it is generating and be able to adjust its marketing strategy accordingly. Third, the Academy will not waste scarce budget funds and staff time on unnecessary marketing.

Application Process; First Phase of Enrollment Process
We expect that the multi-phase enrollment process would work as follows. The deadline for the first phase might be set in April or May. The Academy will determine how many current students intend to return for the following school year and will accumulate all applications received on or before the deadline for that phase of enrollment. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is

less than or equal to the maximum number of students allowed for each grade, then all the applications for that grade will be accepted. To illustrate, if the maximum number of students for a grade is 25, and if 20 applications are received, then all 20 applicants will be accepted. The remaining five "available spaces" would be filled in the second or third enrollment phases.

If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the Academy will conduct an equitable lottery, in a manner determined by the Academy and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a grade is 25, and if 40 applications are received, then 25 applicants will be accepted through the lottery process, and a waiting list of 15 can be determined with order of priority on the waiting list determined through the lottery process.

Second and Later Phases of Enrollments
If the Academy receives fewer applications than the maximum number of students allowed for any grade, then the Academy will set a second application deadline. For that later deadline, the admissions process will be the same as with the first phase, but will apply only with respect to the "available spaces," if any, for each grade. The Academy may accept additional applicants to create or expand a waiting list for each grade.

If, after the second enrollment, there still remain "available spaces" in any grade, or the Academy desires to create or expand a waiting list for any grade, the Academy may set additional application deadlines thereafter up until the school year begins. The enrollment process will be the same as with the second phase, again applying only with respect to the "available spaces" for each grade or to create or expand a waiting list for each grade. Once all available spots have been filled, including during the school year, additional students who apply will be added to the Academy's waiting list in the order that the applications are received.

Use of Waiting List; Filling Spaces if No Waiting List
If at any time a student who has been enrolled declines to attend the Academy, or if an attending student withdraws or is permanently expelled, the Academy may admit the next student on its waiting list for the applicable grade. We also recognize that after the final phase of enrollment has been completed and during the school year, a situation could arise where an opening is created [for example, if a student leaves the School], but at that time there might not be a waiting list for that particular grade, or all students on the waiting list might have already enrolled. In that situation, we propose that the Academy may enroll the first student who applies for that available space, so that there is no delay or unnecessary expense incurred in an additional marketing effort and open enrollment process.

Preferences and Nondiscrimination in the Enrollment Process
As provided for under Arkansas law, the Academy may give admissions preference to (1) students who were enrolled in the Academy in the prior year, and (2) applicants who have siblings who are presently enrolled in the Academy and who were enrolled in the Academy in the prior year.

The Academy will not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. The Academy may admit students who do not reside in the District but will not conduct door-to-door recruitment outside of its target region, which is within the city limits of Pine Bluff.

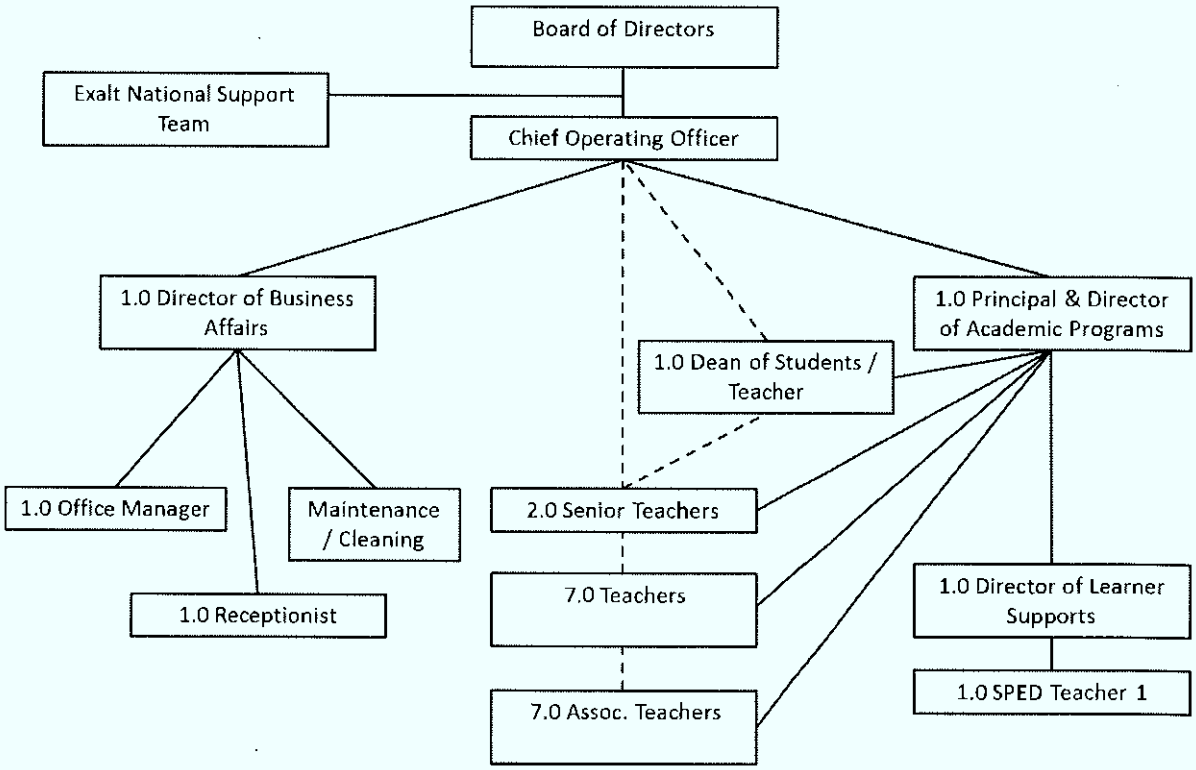
A random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should EAPB's leadership learn that the use of a weighted lottery is required by federal court or administrative order, EAPB will furnish a copy of the order.

Section XII. Staffing Plan

Leadership Job Descriptions

The following is an illustration of the staffing chart that will be in place at the Exalt Academy of Pine Bluff for the 2013-2014 year. During this year, the Academy will serve 240 students in grades K-3 with plans to add a grade level and 60 additional students in each subsequent year. During the first year, 6.5 full-time positions will be members of the administrative support team and 17 positions will be members of the teaching faculty including 2 senior teachers.

Exalt Academy of Pine Bluff
DRAFT Organization Chart for 2013-2014 Year



The following is an outline of responsibilities for each of the primary positions on the administrative support team.

Director of Academic Programs / Principal (1.0 Administrator)

- Academic Program Development & Delivery
- Teacher Management
- Student Behavior & Parent Communications
- Community Outreach

Director of Business Affairs (1.0 Administrator)

- Budget Development & Execution
- Accounting & Financial Management
- Payroll & HR Administration
- Oversight of Operations Manager
- Ancillary Services: bussing, food, technology, copying

Director of Learner Supports & Direct Instruction (1.0 Administrator)

- Learner Supports & Special Needs
- Direct Instruction Coordinator
- Interventions & Pullout Support

Office Manager (1.0 Administrator)

- Visitor Reception
- Answer Telephone
- Hallway & Entrance Monitoring
- Daily Attendance & Homework Records
- Record Keeping

Senior Teachers (2.0 FTE: Part-time Teacher / Part-time Department Chair)

- Curriculum Planning & Support
- Course & Lesson Preparation
- Instructional Coaching (with School Leader)
- Ongoing Professional Development

Dean of Students (1.0 FTE, Part-Time Teacher in Year 1, Full-time Administrator Thereafter)

- Behavior Management Support
- School-wide Assembly Planning & Management
- Student Recognition & Rewards
- Parent Relations Regarding Discipline
- Student Discipline & Record-Keeping
- Strong Presence with School Community

A job description is fully developed for every position. The following is a job description of the duties of the Principal & Director of Academic Programs and the Director of Business Affairs.

Principal & Director of Academic Programs

The Principal & Director of Academic Programs is responsible for making sure that EAPB's students succeed, including the following areas of responsibility:

Student Learning

- Ensure that all students make strong lesson progress
- Ensure that all students achieve consistent mastery of concepts and skills
- Ensure that students receive instruction at a level and in a manner that fully engages them. Student learning is demonstrated through:
- Summative Testing
- Formative Learning Progress
- Parental Demand & Satisfaction

Academic Design Implementation

- Ensure that Exalt Academies' best-practices, research-validated educational design is fully implemented including 8 design principles.

Teacher Effectiveness:

- Ensures that teachers are well prepared
- Ensures that each teacher managers his/her classroom
- Ensures that each teacher employs the positive behavior plan
- Works closely with Direct Instruction Coordinator to monitor lesson progress
- Performs classroom observations and performance evaluations on a regular basis
- Facilitates learning at high levels throughout the school day

Student Supervision

- Ensures that all members of the team are working together to engage students so they can cultivate the attributes required of LRPA Graduates
- Ensures that students are safe and healthy throughout the day including arrival and departure, classrooms, hallways, recesses, bathrooms and other transitions

Administration & Reporting

- Works closely with Director of Business Affairs and Office Manager to complete regulatory and compliance reporting in an accurate, timely manner
- Fulfill other responsibilities as assigned by Managing Director

Director of Business Affairs

Job Responsibilities: The Finance Director is responsible for ensuring that the Academy manages its financial resources in a manner that ensures that it can fulfill its mission and vision. Primary responsibilities include: (a) managing finance and accounting including budget, procurement, bill payment and contract negotiation; (b) working with the executive director to develop and execute the Academy's strategic business plan; and (c) managing business affairs in concert with the operations manager, including operations, human resources, administration and compliance.

1. **Financial management**
    - Manage against 3-5 year business plan in close coordination with Executive Director
    - Develop & manage annual operating budget in close coordination with Executive Director
    - Prepare monthly financial statements & present to board at regularly scheduled meetings

- Implement financial controls & approved procedures
- Day-to-day book-keeping and accounting
- Manage procurement, inventory, accounts payable & accounts receivable
- Manage cash flow position, including banking relationships, short-term and long-term financing
- Primary staff contact for annual audit

2. **Human resources**
   - Handle payroll, benefits & retirement contributions
   - Administer hiring process for new teachers and staff
   - Provide onboarding to new school staff, including orientation to HR programs and enrollment in insurance, retirement and income tax
   - Support management team with compensation, performance evaluation and other expense management
   - Keep human resource systems, including personnel files, paid time off and performance evaluation records

3. **Public reporting**
   - Manage public reporting to state & federal agencies, including:
   - APSCN financial management system
   - Federal Child Nutrition reporting
   - Arkansas Teacher Retirement System
   - All other Federal funding
   - Other public reporting as necessary, including student information & staffing
   - Attend all necessary trainings
   - Ensure that organization is operating in full compliance with all applicable state and federal regulatory requirements
4.
5. **Administration & service oversight**
   - Back office administration & vendor relations
   - Technology & facility planning & management
   - Insurance including D&O, Liability, Unemployment, Other
   - Transportation, traffic control & security
   - Cleaning & maintenance

6. **Fulfill other responsibilities as assigned by the Managing Director.**

Sample Salary Criteria & Schedule

The following is a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be

paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation schedule for its teaching and administrative staff, which conforms to and is an extension of our academic design and school-operating practice.

Factors of Input in Determination of Compensation		
Employee Status	• Uncertified or Certified	Score of 0 or 1
Previous Salary	• Less Than or Comparable/Greater	Score of 0 or 1
Work Experience	• No Relevant Experience • Relevant Professional Domain Experience • Relevant Educational Experience in Teaching and/or Administration	Score of 0, 1 or 2
School Experience	• Experience at Exalt Academy of Pine Bluff	Score of 0 or 1
Relative Responsibility & Authority of Position (determined based upon influence over education of students)	• Associate Teacher • Teacher • Senior Teacher or Managerial Title: "Coordinator", "Manager", "Assistant Director", "Director"	Score of 1, 2 or 3
Formal Education	• Less than Bachelor's Degree • Bachelor's Degree • Master's Degree, Comparable or Higher	Score of 0, 1 or 2
TOTAL		**Range of 1-11**

Salary Range**			
Total Score	**Salary Range**	**Total Score**	**Salary Range**
2*	25,000-26,000	7	35,000-36,000
3*	26,000-28,000	8	36,500-40,000
4	28,000-30,000	9	40,500-51,500
5	30,000-33,000	10	52,000-54,000
6	33,000-34,500	11	54,000+
** Typically, a prospective employee would not rate at 2 or 3 unless applying for a paraprofessional, receptionist or instructional aide role.*			
***There are cases, such as employment of professionals who have previously retired from a public employer, where the agreed-to salary may deviate from this range.*			

Professional Conduct Requirements

The following is a list of professional requirements of all teachers. These requirements have been set forth so that the faculty can work collaboratively to keep the school climate safe, orderly and

professional. The requirements are a condition of the employment arrangement between the school and its staff.

1. Timely Arrival & Departure: Arrive on time every day at beginning of teaching shift and stay until end of shift as agreed to with the principal. Work a full day on Wednesdays from the normal arrival time until the end of the professional development period at 5:00 pm or earlier if notice is given. During the shift schedule, time away from the school can only be taken with the express written permission of the Principal as documented in email or other forms.
   Rationale: The building and all classrooms must be properly staffed during school hours to ensure student safety and appropriate supervision.
2. Active Hallway Monitoring: Stand in hallway and maintain active presence to supervise student movement during all passing periods.
   Rationale: Student safety is jeopardized without proper adult supervision building-wide.
3. Timely Instruction: Start and end classes on time.
   Rationale: A punctual, orderly schedule is key to respecting teachers and maximizing student learning.
4. Supervised Restroom Breaks: Maintain a strict restroom break schedule including monitoring student entry and exit from the restrooms actively.
   Rationale: Without supervision, students are capable of abusing school property, particularly in the bathrooms where bullying, graffiti & property desecration can occur.
5. Classroom Supervision: Supervise classroom at all times when students are present.
   Rationale: Diligent supervision with advance preparation is essential to ensure student safety and orderly classroom conduct.
6. Proper Written Notice: Give at least 2 weeks' notice of time off whenever possible.
   Rationale: Advance notice is essential to promote communication building-wide and allow for alternative staffing arrangements to be made.
7. Active Recess Supervision: Vigilant in supervising recess to prevent unsafe student conduct.
   Rationale: Students resort to unsafe acts of physical aggression in the absence of diligent supervision.
8. Cleanliness: Keep classrooms and building clean.
   Rationale: Keeping daily habits of cleanliness and order are very important for students to learn to respect personal and public property.
9. Structured Physical Education: Conduct physical education according to a lesson plan.
   Rationale: Teacher lesson plan preparation & delivery is key to maximizing the value of student learning during all periods of the day. Students resort to unsafe acts of physical aggression in the absence of a structured period.
10. Focused, Engaging Teaching: Teaching with urgency every minute of the instructional period.
    Rationale: Focused teaching-and-learning is critical to maximizing student learning and closing the achievement gap.
11. Weekly Data Submission: Submit Direct Instruction and other student learning/mastery data weekly along expected timeline for every period (reading, math, language, English Language Arts, other). Give written notice if an emergency arises and you cannot submit.

Rationale: Data on student lesson mastery and progress is key to proactively evaluating student learning growth.

12. Advance Preparation: Prepare all materials for distribution to students well in advance of delivery of each and every lesson. Submit lesson plans weekly along expected timeline and incorporate input from Core Knowledge Coordinators for all non-DI periods (Global Studies, Natural World, Novel Studies, etc.). Give written notice if an emergency arises and you cannot submit.

    Rationale: Advance lesson preparation sets the foundation for delivering high-quality lessons and fully engaging students.

13. Positive Behavior Management & Fun Learning Climate: Implement positive behavior reinforcement system and foster a fun learning climate in classrooms and building-wide whenever possible.

    Rationale: Positive behavior reinforcement is key to building strong student character and desired leadership attributes. A fun learning atmosphere is essential for students become self-motivated, lifelong learners who want to do the right thing.

14. Strict Use of Hallway Passes: Students only allowed to leave classroom with a hall pass and clear expectation of speedy return. Enforcement of speedy return.

    Rationale: Careful, diligent management of student passage through the building prevents bullying, acts of aggression and distractions from learning.

15. Telecommunication: During course time, teacher use of cellular telephones and other personal activities is strictly prohibited, including texting, sending personal emails, making calls, surfing and purchasing through the Internet and other activities. These activities are monitored on EAPB-issued laptops, the school-wide wireless Internet, and through staff observations.

    Rationale: Teachers cannot engage students in learning if they themselves are not engaging in teaching.

16. Professional Conduct: Adversarial staff communication and behavior towards any member of the administrative support team, whether verbal or written, is not allowed.

    Rationale: A productive work climate can only be achieved if all staff members come together in a respectful, diligent, receptive manner that focuses on solving problems and aligning the team to accomplish priorities instead of pushing blame and dividing members of the team.

17. Professional Attire: All staff is responsible for wearing professional business attire while working in the school and representing the school in any professional capacity. Business attire includes slacks, dress shoes, dark socks, a button down shirt, a dress belt, and either a tie or dress coat for men. For women, appropriate attire includes dress pants or a skirt that falls below the knees, a blouse or shirt with sleeves and dress shoes (no flip-flops, low-cut shirts or skin-tight clothing allowed).

    Rationale: The staff sets the tone for a school climate that is respectful, modest and focused on learning. Each member of the staff is a visible role model who is responsible for showing students how to properly dress, behave and interact with others.

18. Parent Communication: All teachers are responsible for fully updating the electronic grading and parent communication system on all students in their classroom once a week so that

parents are kept abreast of student learning and performance. All written correspondence with parents, including newsletters, letters, email and notes, must be approved by the administration before being disseminated.

Rationale: Parents are the most important stakeholder in the school and must be treated with professionalism and respect in a coordinated, transparent manner.

Section XIII. Business Affairs & Budgeting Plan

The business affairs of the Exalt Academy of Pine Bluff will not be handled by one individual. They will be managed by a 'constellation' of individuals who will all be active participants in the financial affairs of the organization. The following is a description of the various parties who will be involved in managing the finances of the organization:

- **Board of Directors:** The board of directors will review a complete set of annual, monthly and year-to-date financial statements at every regular monthly meeting. The financial statements include: (a) annual operating budget; (b) amual cash flow projection; (c) monthly cash flow statement; (d) monthly income statement; (e) month-end balance sheet; (f) updated annual budget-to-actual comparison income statement; (g) updated annual projected-to-actual cash flow statement. These statements will be prepared by a qualified director of business affairs. The board of directors will complete the approved Arkansas State training for board members. A qualified treasurer on the board will meet with the director of business affairs periodically to develop and approve the format and content of the financial statements.
- **Exalt Education Oversight**: The director of business affairs will be trained and overseen directly by the finance director of Little Rock Preparatory Academy and the CEO of Exalt Education. Both of these individuals hold MBA's and are fully qualified to manage the financial affairs of a non-profit corporation. Both the finance director and CEO of Exalt have taken the required Arkansas State trainings including completing 12 hours of Tier I trainings in the 2012 calendar year.
- **Training & Technical Support Organizations:** During the first year in the position, the director of business affairs of the Exalt Academy will complete the required Arkansas State financial and compliance trainings. Through these trainings and other scheduled appointments, the director will meet and participate in engagements with qualified individuals at the Arkansas Department of Education, the Arkansas Public School Resource Center, Complete Consulting and other qualified organizations.
- **Cross-Organizational Financial Management:** The startup management team of the Exalt Academy will include a Director of Business Affairs, Director of Academic Programs, and a Director of Development. This team will develop a financial manual to guide its accounting, purchasing, contract negotiation, and business management practices. The financial manual will be approved by the board of directors, and will require that a qualified professional on the board – acting as the board treasurer and fiscal procurement officer – approve all required transactions.
- **Signing & Approval Authority:** Specific controls will be used and monitored to ensure that all financial transactions are properly approved, recorded and reconciled. Specifically, bank statements will be sent directly to the Treasurer of the board, not the director of business affairs. The director of business affairs will prepare all checks in APSCN, but will not have the authority to sign checks. When checks are signed, supporting documentation will be reviewed to ensure the appropriateness and accuracy of payments.

- **Education Commissioner & State Department Approval:** Financial obligations will be submitted to the Arkansas Department of Education for approval by the Commissioner, including the lease agreement, copier agreement, long-term notes, and any other required obligations.

Through these and other measures, the Exalt Academy will take steps to ensure the effectiveness of its financial management.

Annual Operating Budget: The director of business affairs will be responsible for working with the board treasurer and a qualified member of the Exalt Education team to prepare the annual operating budget and manage the organization's position against it. An annual operating budget will be prepared for the pre-opening fiscal year and the 1st year of operation. This budget will be developed with appropriate oversight and approved by the board of directors no later than May 1st of each fiscal year preceding implementation of the budget. The budget will include the establishment of a contingency reserve to serve as a protection against unforeseen financial needs.

Cash Flow Position: The director of business affairs will be responsible for managing the cash flow position of the organization in accordance with approved annual, quarterly and monthly projections and statements. An organization-wide rule of thumb will be applied, which is to retain at least 30 days of payroll and benefits payments in the Academy's bank account at any given time.

Financial Obligations: The director of business affairs will be responsible for negotiating financial obligations. The board will approve any transactions that exceed specified limits in accordance with the Exalt Academy's financial manual. The board treasurer will approve any financial obligations that could have a significant bearing on the organization's position.

Attachment XIIIA is a preliminary two-year operating budget that has been prepared in accordance with conservative financial assumptions and does not require uncommitted grants or other financing. To help the Academy get started, Exalt Education is prepared to commit a one-time grant of $50,000 in general operating support. These funds have already been secured and are available for immediate draw-down following board-approval of a required grant agreement.

Section XIV. Financial & Programmatic Audit Plan

Financial Audit by a Qualified, Independent Auditing Firm

The first annual audit of the Exalt Academy of Pine Bluff will be conducted in a manner that is in accordance with state requirements. An excerpt of state laws pertaining to public audits is included below for ease of reference including an outline of the information that will need to be provided to the Arkansas Department of Education (ADE) and the community.

The audit will be conducted within 9 months of June 30, 2014, the end of the first fiscal year of operation. If granted permission by the ADE, the Exalt Academy of Pine Bluff will use the following audit firm.

Rami Kassissieh, CPA, Partner
Hudson, Cisne & Co. LLP
Certified Public Accountants
11412 Huron Lane, Little Rock, AR 72211
Main: (501) 221-1000
Email rkassissieh@hc-cpa.com

The reason for requesting that Hudson, Cisne be retained is that this firm has audited the Little Rock Preparatory Academy's first two years of operation and has done an excellent job. Hudson, Cisne provides a level of staffing and diligent, individualized service that is beneficial. Hudson, Cisne understands the financial policies and management that is expected by an Exalt-managed school. The agreement with the auditor will stipulate that the audit must be completed and submitted to ADE no later than 9 months following the end of the first fiscal year of operation.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLICLY FUNDED EDUCATIONAL INSTITUTION AUDIT REQUIREMENTS
January 16, 2012

1.00 AUTHORITY

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-1-101; 6-11-105; 6-11-205; 6-12-112; 6-13-1020; 6-13-1608; 6-17-426; 6-20-1801 through 6-20-1804; 6-20-1806; 6-20-1905; 10-4-413; and Acts 981 and 993 of 2011.

1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Publicly Funded Educational Institution Audit Requirements.

2.00 PURPOSE

2.01 The purpose of these Rules is to establish the requirements for the completion, filing, and review of financial audits for all publicly funded educational institutions, including but not limited to, Arkansas school districts, open- enrollment public charter schools, and education service cooperatives (auditees).

3.00 AUDIT REQUIREMENTS

3.01 The accounts of all publicly funded educational institutions shall be audited annually by the Arkansas Division of Legislative Audit (Legislative Audit) or a private independent certified public auditor.

3.01.1 A private auditor, other than Legislative Audit, must be selected by the school district board or governing body of the institution.

3.01.2 If a private auditor was used for the prior year audit, or if the auditee did not exist during the prior year, the auditee may request that Legislative Audit conduct its financial audit. The written request shall be submitted to the Arkansas Legislative Auditor at least 90 days prior to end of the fiscal year to be audited.

3.01.3 If the publicly funded educational institution is an open-enrollment public charter school, Legislative Audit shall prepare the required financial audit of the institution's first year of operation unless the State Board of Education approves the use of an entity other than Legislative Audit.
The financial statements shall be presented on a fund basis format, and as a minimum, the general fund and the special revenue fund presented separately and all other funds included in the audit presented in the aggregate.

3.03 The financial statements shall consist of the following

3.03.1 A balance sheet;

3.03.2 A statement of revenue, expenditures, and changes in fund balances;

3.03.3 A comparison of the final adopted budget to the actual expenditures for the general fund and the special revenue funds; and

3.03.4 Notes to the financial statements

3.04 The report shall include as supplemental information a schedule of capital assets, including:

3.04.1 Land;

3.04.2 Buildings; and

3.04.3 Equipment.

3.05 The governing body of a school may require its annual financial audit to be performed and financial statements to be presented in accordance with guidelines prescribed by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office as an alternate basis of presentation to that listed in 3.03 through 3.04 of this Rule.

3.06 The report must include information on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Governmental Auditing Standards.

4.02 Audit reports shall be presented to the School Board or governing body of the auditees in a format as prescribed by professional accounting organizations.

4.03 All annual audits of auditees NOT conducted by Legislative Audit shall be completed and filed with the ADE and Legislative Audit within nine (9) months following the end of each fiscal year.

4.03.1 At the request of the auditee, the ADE may grant an extension of up to ninety (90) days on the deadline specified in section 4.03.

4.03.2 If the auditee is subject to federal circular A-133 audit requirements, any extension must first be obtained from the appropriate federal agency.

Section XV. Arkansas Public School Computer Network Assurances

The Exalt Academy of Pine Bluff will participate in the Arkansas Public School Computer Network (APSCN) as required by Arkansas State statute and Arkansas State Board of Education rule. The Academy will report education and financial data including grant funds and private donations.

The Director of Business Affairs of the Exalt Academy will receive guidance and technical support from at least three sources in properly entering and managing the Academy's records in APSCN:

- First, the Academy will be assigned two liaisons with the Arkansas Department of Education, one for financial data and the other for student data.

- Second, the Academy will receive help from the Finance Director of the Little Rock Preparatory Academy, Justin Cotton. Mr. Cotton, who holds an MBA and a bachelor's degree in accounting, managed finances for a bank and a non-profit organization before joining LRPA. Over the past year, he has done a very effective job enabling LRPA to manage its state reporting obligations. LRPA is a member of the same charter school network that the Exalt Academy will be.

- Third, as necessary, Exalt Education will engage seasoned consultants from the Arkansas Public School Resource Center and Completing Consulting, well-respected experts such as Dr. Bobbie Davis and Doug Brown, with a background in state reporting, legislative audit and financial management. These consultants will onboard, train and support the Academy's Director of Business Affairs.

Through these and other means, the Exalt Academy will establish a strong record of diligent, timely APSCN reporting.

Section XVI. Facilities Plan

Over the past 3 months, Exalt Education's school-development team has conducted a search to find a suitable location in Pine Bluff. This search has included:

- Opening and continuing conversations with both the Pine Bluff School District and members of the Pine Bluff School Board on utilizing a closed district facility;

- Opening a conversation with the Director of Community Centers, Laura Hildreth and City of Pine Bluff personnel Larry Matthes, over utilizing the Chester Hines Community Center and/or the Jefferson Comprehensive Care Center; and
- Conducting a survey of properties available from private real estate owners.

In the meetings that our team has held, we have emphasized the importance of locating the school into a facilities arrangement that meets the following criteria:

1. Safe, secure space that is suitable for young children in kindergarten through 4th grade
2. Easily accessible to low-income, minority families within the Pine Bluff School District and the Dollarway School District
3. Located in an affordable space under a flexible lease arrangement that can house the Academy's first 1-2 years and, ideally, be expanded to accommodate its long-term enrollment growth as needed
4. Situated in an area where there are additional amenities for underserved families who need access to affordable health, adult education, childcare and other services
5. Benefit from an arrangement with a 'benevolent landlord' that is willing to flex to accommodate the Academy's vital mission and target population.

Because of the road system that surrounds the city center, Pine Bluff is an easy community for commuters to navigate. A commuter can easily get from one end of the city to another in 10 minutes. There is no broad-ranging, regularly utilized public transportation system. People of all income levels find ways of accessing automobiles to move around the city. As a result, one of the biggest considerations for EAPB is to be located conveniently, near major thoroughfares where families can easily get into and out of the facility.

Pines Mall

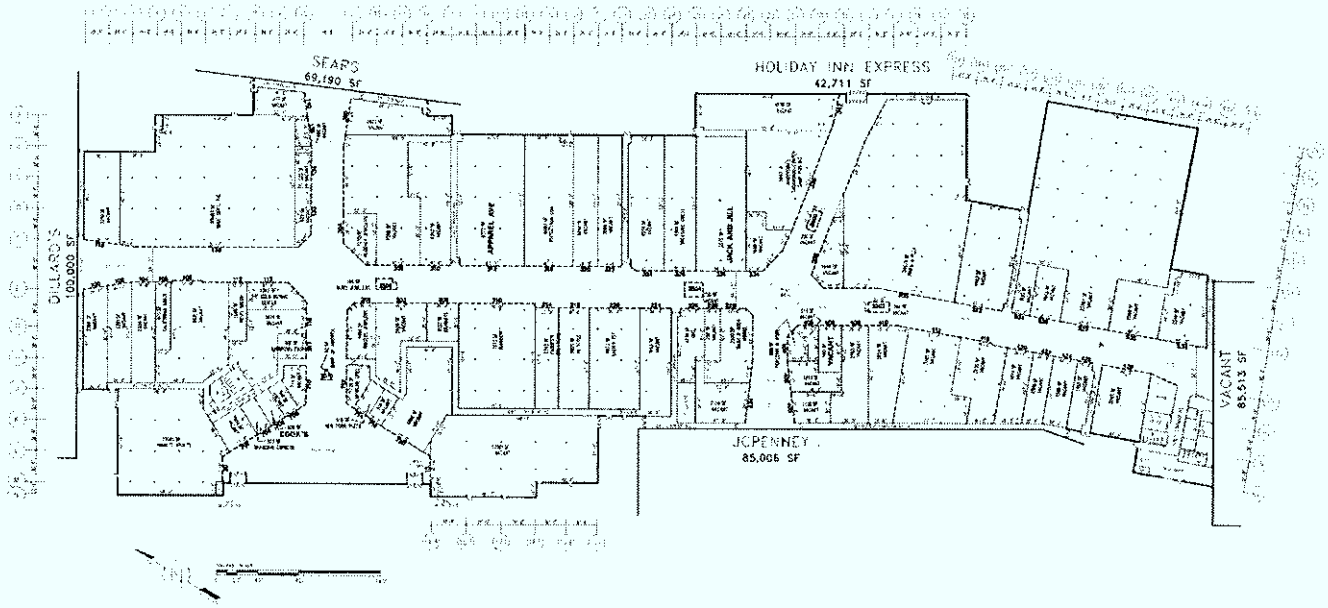
The Exalt Academy of Pine Bluff (EAPB) has entered into a space-utilization agreement with the owner of Pines Mall, which is located at 2901 Pines Mall Drive Pine Bluff, Arkansas 71601. The Pines Mall is located on the Western edge of the City of Pine Bluff. The Mall is situated just off the beltway that surrounds the city of Pine Bluff. The beltway combines Interstate 530 to the South and the Martha Mitchell Expressway (Highway 65) to the North. Because of the access to the Mall via these major arteries, it will be easy for the families of students to transport students to and from the Academy.

Pines Mall has made one of its central strategic priorities to cater to the families of school-age children. The mall has a children's soft play area, community room, communication services including public telephone, copying and fax service, safety escorts, and available strollers and wheelchairs. The Mall is handicap-accessible with large parking lots, wide sidewalks, and a floor plan situated along one level. The Mall is owned by a real estate firm that understands how to manage public facilities and get cost-effective facilities projects done on-time and under-budget.

Mall Floor Schematic

Below, a map of the Pines Mall footprint is included. The Academy will be situated at the east end of the mall in the 25,000 square foot of dedicated space where there will be direct access to parking, dedicated entries and traffic flow for parent drop-off and pick-up each day. Currently,

the space is zoned for retail use but can be rezoned for educational use within the available timeframe.



In Exalt's negotiations with the mall's owners, a point of emphasis has been on building out a dedicated facility space in a manner that is highly functional, cost effective and accessible. Through the negotiations, a three-phase plan has been developed for building out the school:

- During Phase I, approximately 10,400 square feet of space would be developed to accommodate the Academy's first 2 years of operation. Construction on the space will need to begin in spring 2013 for it to be completed by August 1st. In Phase I, EAPB would grow from 240 students in grades K-3 to 300 students in grades K-4.

- During Phase II, approximately 4,400 additional square feet would be developed to accommodate the Academy's 3rd and 4th years of operation. The decision to build out the space would be green-lighted in the 2nd year of operation based upon the school's enrollment strength and stability. In Phase II, EAPB would grow from 360 students in grades K-5 to 420 students in grades K-6.

- During Phase III, approximately 16,500 additional square feet would be developed to accommodate the Academy's permanent enrollment. In this phase, the Academy would grow from 480 students in grades K-7 to 540 students in grades K-8.

Below, the chart provides an outline of the space that would be developed to accommodate the Academy.

Exalt Academy of Pine Bluff: Projected 3-Phase Facility Buildout			
Facility Spaces	Number of Rooms	Square Feet Per Room	Total Square Feet
Phase I: Years 1-2 under 5-year lease arrangement			
Classrooms	11	540	5,940
Offices	7	120	840
Bathrooms	2	250	500
Closets	3	48	144
Hallway	1	1,200	1,200
Multi-purpose room	1	1,200	1,200
Entryway	1	500	500
Total Phase I	**26**		**10,324**
Phase II: Years 3-4 under 5-year lease arrangement			
Classrooms	6	540	3,240
Bathrooms	2	250	500
Hallway	1	600	600
Total Phase II	**9**		**4,340**
Phase III: Years 4-6 under a second 5-year lease arrangement			
Classrooms	8	540	4,320
Science & STEM Lab	2	600	1,200
Hallway	1	800	800
Extra Offices & Storage Space	6	120	720
Cafeteria	1	1,200	1,200
Bathrooms w/Showers	2	500	1,000
Gymasium	1	7,200	7,200
Total Phase III	**21**		**16,440**
Combined	**56**		**31,104**

Because the facilities build-out can occur in three phases, the costs can be managed as the Academy grows from a 1st year enrollment of 240 students to a static-state enrollment of 540 students in grades K-8. Below, the chart illustrates the enrollment growth projection for EAPB.

BASE CASE SCHOOL STARTUP SCENARIO							
Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012	2013	2014	2015	2016	2017	2018
Kindergarten	0	60	60	60	60	60	60
1st Grade	0	60	60	60	60	60	60
2nd Grade	0	60	60	60	60	60	60
3rd Grade	0	60	60	60	60	60	60
4th Grade			60	60	60	60	60
5th Grade				60	60	60	60
6th Grade					60	60	60
7th Grade						60	60
8th Grade							60
Total	**0**	**240**	**300**	**360**	**420**	**480**	**540**

Under current conditions, Exalt's leadership and the Pine Mall's owners estimate that the build-out will cost between $30 and $40 per square feet. As the sponsoring agent, Exalt Education has

access to the available loan and grant financing to provide EAPB with the working capital that it needs to build-out and equip the space. Over time, EAPB's financial capacity will expand as its enrollment grows, which will allow the Academy to allocate between 15% and 18% of its budget towards facilities-related expenses.

Over the past 2 ½ years, Exalt's leadership has enabled the Little Rock Preparatory Academy to expand from 70 students in grades 5-6 to 260 students in grades K-7 to 430 students in grades K-8. Over that time, LRPA has expanded from one site to two and allocated over $500,000 towards facilities improvements, equipment acquisition and other essential amenities. During that same period, LRPA has become financially stronger by paying off low-interest facilities loans and securing new, low-interest cash flow loans.

Section XVII. Conflict Of Interest

The following points are designed to explicitly clarify all areas of the charter application where there is the potential for conflicts-of-interest:

- The sponsoring agent, Exalt Education, is an Arkansas-based non-profit charter school management organization that plans to enter into a service agreement to manage the Academy. Exalt is a non-profit organization that exists for charitable, tax-exempt purposes. It does not have owners. The board of directors of Exalt has approved and abides by a conflict-of-interest policy, which is consistent with the model policy recommended by the Internal Revenue Service.
- The Little Rock Preparatory Academy (LRPA), a school managed by Exalt Education, is a four-year old Arkansas-based non-profit public charter school. LRPA exists to fulfill its mission. It does not have owners. The board of trustees approved and abides by a conflict-of-interest policy, which is included below.
- The Exalt Academy of Pine Bluff (EAPB) will be incorporated as an Arkansas-based non-profit public charter school. The Academy exists to fulfill its mission. It does not have owners. Its board of directors will approve a conflict-of-interest policy, which will be modeled after the policies in place at Little Rock Preparatory Academy and Exalt Education.

In direct response to the questions posed in the guidelines of this section, there are no familial, contractual or paid relationships of any kind in the applicant team. Appropriate measures and safeguards will be taken to ensure that such relationships are not allowed because of the importance to maintaining a single-minded focus on accomplishing our collection mission.

The following Trustee Job Description and Conflict Of Interest policy are taken directly from Little Rock Preparatory Academy, which will serve as a model for EAPB. These documents illustrate the language and practice that will be used to guide the development of the EAPB.

Conflicts-of-interest are present whenever there is the potential for a decision to be made that garners personal compensation or benefit for an individual. Conflicts-of-interest must be managed through proactive disclosure and appropriate measures. A board member, administrator, employee or contractor is actively encouraged to disclose any situation where a conflict-of-interest exists. When the conflict becomes apparent, the individual is recused from the process or decision, which is then handled by other members of the organization who do not have the conflict.

Little Rock Preparatory Academy
Trustee Job Description

The purpose of the Board of Trustees is to uphold the mission of LRPA and oversee the fiduciary and legal direction of the school. The daily administration of the school is the responsibility of the Head of School/CEO. The Board, Administration and Faculty of LRPA are committed to putting the best interest of the students of LRPA at the forefront.

As fiduciary guardians of LRPA, Trustees must approve an annual budget that ensures the organization can meet its financial obligations. Trustees must monitor the overall financial health of the organization by reviewing and understanding financial reports provided by the Treasurer and/or an auditor. The Board must implement plans to keep the organization solvent and insist on professional financial practices.

As legal guardians of LRPA, Trustees are bound legally to abide by the rules, procedures, and laws set forth in the organization's charter, articles of incorporation, by-laws, and other state and federal regulations governing the operations of 501(c)3 organizations.

Neither officers nor individual members of the Board have any authority to act independently of the full Board. When they do, it can seriously damage the organization's ability to carry out its mission, board team spirit and LRPA's image in the community.

Confidentiality is expected in all situations.

Responsibilities & Expectations

- Establish sound governance policy and challenging but attainable institutional goals for the organization
- Each Trustee is expected to contribute each year to the Annual Fund fulfilling the goal of 100% Board participation
- Support the fund raising efforts by underwriting events, or contacting individuals, corporations and foundations for financial support
- Understand by-laws and all legal contracts
- Create and update a long-range plan for the organization
- Select and support the Board officers
- Provide the CEO with the resources necessary to operate a successful school
- Hire and evaluate the CEO
- Attend monthly board meetings on the fourth Monday of each month
- Participate in school functions as representatives of the board
- Be a community ambassador for LRPA

Trustees should be familiar with and uphold LRPA's mission, school model (as established by Building Excellent Schools) by-laws, current financial statements and the Case for Support.

CONFLICT OF INTEREST POLICY

Policy A Trustee owes certain fiduciary duties, including the duties of loyalty, diligence, and confidentiality to LRPA, which require that a Trustee always act in good faith on behalf of LRPA and not for their own or others' interest.

Disclosure A Trustee shall promptly disclose to the Board any personal or outside interest, relationship or responsibility (financial, professional or otherwise) held by the Trustee with respect to any potential or actual transaction, agreement or other matter which is or may be presented to the Board for consideration, even if such interest, relationship or responsibility has otherwise generally been disclosed to LRPA or the Board.

Recusal Any Trustee with such an interest, relationship or responsibility which conflicts with the interest of LRPA or its shareholders, shall recuse himself or herself from any reporting, discussions and vote on the issue that gave rise to the conflict and, if necessary, from the Board meeting, or applicable part thereof. Such Trustee may petition to Board Chair for an opportunity to speak to the Board relative to the conflict of interest.

Resignation In circumstances where a Trustee has a significant, ongoing and irreconcilable conflict and where such personal or outside interest, relationship or responsibility significantly impedes the Trustee's ability to carry out his or her fiduciary responsibility to LRPA, resignation from the Board or the conflicting interest be required.

I understand and will fulfill the above Trustee Job Description and abide by the Conflict of Interest Policy.

Signed, this _____ day of _____ 20_____.

_____ _____

Signature of LRPA Trustee Printed Name of LRPA Trustee

Section XVIII. Provision of Supplemental Educational Services

The Exalt Academy of Pine Bluff (EAPB) will handle the provision of Supplemental Educational Services in an innovative, highly effective manner while meeting applicable state and federal regulatory requirements. EAPB's strategies for providing Supplemental Educational Services is influenced by three basic elements of its program design. These elements are summarized below followed by a description of what the Academy will do in each area of Supplemental Education Services that is a required part of the Charter Application.

1. **Differentiated, Performance Leveled instruction**

The Exalt design calls for pre-testing all students at the start of the year and placing them into performance groups. Small group learning is organized so that students receive instruction at their performance level and in the right size groups to meet their needs with ratios of no larger than a15-to-1 student-to-teacher ratio on average for reading, language and mathematics. Even though the school will only serve 4-6 grade levels in its first 3 years, as many as 8-14 different

performance groups will be organized to meet the needs of students at all places in the achievement continuum.

Throughout the year, students are placement tested periodically. If they are advancing more quickly, they will be placed into higher performance groups. If they are struggling to master material, they may be placed into lower groups. The purpose is to accommodate the individual needs of learners who acquire knowledge, concepts and skills at different paces depending on whether they are in the behavioral, cognitive, social and biological development process.

Last year, over 50% of the students at Little Rock Preparatory Academy were moved from one performance group to another over the course of the year because of changes in their pace of learning. Many of these students were moved up to higher performance groups. Likewise, the Exalt Academy's academic leadership team will monitor student learning and frequently make adjustments to best meet learner needs.

2. Five-Person Academic Leadership Team

At EAPB, an Academic Leadership Team with several critical roles works closely together to provide students with a continuum of services. This team includes the following members:

- The Principal and Director of Academic Programs manages the Academic Leadership Team and ensures that all students are being well-served.
- The Dean of Students circulates through classrooms monitoring student learning, identifying students who are disengaging or struggling with behavioral control, and reengaging these students in instruction.
- The Director of Learner Supports manages the caseload of students with disabilities, coordinates services for students with specialized needs, and convenes the Child Study team, which diagnoses and provides services to students with unique needs.
- The Direct Instruction Coordinator tests students, places them into performance groups, gathers teacher-data on lesson progress and mastery, coaches teachers on how to improve instruction, retests students as necessary, and places students into different performance groups.
- The Core Knowledge Coordinator provides teachers with the scope and sequence for the interdisciplinary blocks and advisory periods, assists them in developing lesson units and daily lesson plans, and ensures that they are providing instruction in multiple modalities to meet different learner needs.

During EAPB's early years, some members of the leadership team will also teach 1-3 courses, but as the Academy expands, it will be able to make these positions full-time administrative roles. Because of the breadth of expertise, complementary expertise, and careful coordination of this Academic Leadership Team, it will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

3. Co-Teachers in Grades K-5

EAPB will have two teachers co-teaching together in grades K-5. The co-teacher arrangement allows for teachers to work together so that one teacher is delivering lessons to the whole class

while the other is meeting the needs of individual learners within the class *at the same time*. This approach is optimal for both teachers and students.

Because of its commitment to these three basic elements, EAPB will be able to address Supplemental Educational Services as follows:

Health Services
EAPB will take a holistic, community-based approach to the provision of health services for families and students. Specifically, the Academy will initiate relationships with a variety of individual and institutional partners so that students and their families can access a variety of health-related referrals and services, including medical, therapeutic, dental, vision, emergency and extended day care. A qualified nurse will be brought on-site to train front office staff and engage with those families whose students take prescription medicine. Local vision and dental providers will come on-site to provide students with individualized services; if possible, these providers will be engaged at reduced or no cost to families.

Special Education
EAPB will contract with the Arkansas Special Education Consortium (the "Consortium"), which is directed by Donna Broyles, to establish a special education program that is in full compliance with state and federal laws. The Little Rock Preparatory Academy currently contracts with the Consortium, and has been very happy with the services provided by Ms. Broyles.

EAPB's staffing model calls for the immediate hiring of a Director of Learner Supports to manage the caseload of students with disabilities according to the needs and strategies identified in their individual education plans (IEP's). This position will report to Ms. Broyles and the Academy's Principal. The Director of Learner Supports will be responsible for making sure that students who disengage from or struggle with classroom learning are provided with the supports they need to succeed, including psychological, counseling, speech, vision, health, and other disability-related needs.

The Director of Learner Supports will work closely with the Principal, Dean of Students and Direct Instruction Coordinator, who will engage with students who are struggling academically and behaviorally and make programmatic adjustments to best meet the needs of all learners building-wide. Consistent with Federal IDEA legislation, the Academy believes in providing the least restrictive environment for all children and offers a differentiated instructional program that is designed to meet the learning needs of students in an inclusive manner.

Under the Consortium's oversight, EAPB will retain a contracted provider of specialized services, such as Pediatrics Plus, to provide students with individualized services as needed. The Director of Learner Supports will work full-time on-site at the Academy to make sure that contractors who come to the Academy are provided with the oversight, space, scheduling and other supports that they need to be effective.

Guidance Program

EAPB will request a waiver from the need to provide students with a guidance program. The Academic Leadership Team and the use of a contracted service provider alleviates the need for such a program.

Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services concerning guidance and counseling services.

Alternative Education, including Alternative Learning Environments
EAPB is requesting a waiver from Arkansas Code Ann. § 6-48-101 et seq. concerning alternative education environments. We are requesting this waiver because Exalt Education's research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EAPB to provide all of our students with the ability to learn and thrive within our inclusive educational settings.

EAPB is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EAPB was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary necessary given the use of Exalt Education's research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

Gifted and Talented Program
EAPB will request a waiver from state regulations related to the provision of programs for gifted and talented learners. Such separate programs are not necessary because of the use of Exalt Education's research-based, best-practices academic design. Through this design, the Exalt Academy will be able to differentiate instruction to meet the needs of all learners. As described at the top of this section, the Exalt Academy will serve gifted and talented students through its primary programs because of performance-leveled instruction and the Academic Leadership Team's engagement in adapting programs to meet the needs of all learners.

In order to fully implement its innovative academic design, the EAPB is requesting a waiver from Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children – General Prohibitions), and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

Media Center
EAPB is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EAPB flexibility in furnishing media services to students. EAPB will provide a rich collection of educational materials to its students, but not in a traditional library setting.

EAPB plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EAPB will engage in relationships with local libraries and the local educational community.

Because of the research and information-transfer capabilities of the Internet, students can obtain the learning resources that they need by using computers in the Academy's technology lab and via mobile computer labs, which will be available to teachers to check out for use in various courses. Technology classes will be offered to students so that they are learning to use computers as a knowledge-acquisition tool in a structured, well-directed environment. Internet filtering, website-protection and computer-monitoring systems and practices will be put in place so that students cannot engage in problematic or destructive behaviors, such as cyber-bullying or viewing of restricted adult content.

Transportation

EAPB does not receive public funding for transportation. Consequently, the Academy will not provide families with home-to-school and school-to-home neighborhood bussing. Even if it could, the Academy's sponsoring agency, Exalt Education, has serious concerns about the efficacy of bussing systems, which frequently expose students to unsafe, unsupervised situations at bus-stops or on busses. In these situations, students are frequently exposed to bullying, drug distribution, cursing, fighting, gang induction, and other dangerous behaviors.

Instead, EAPB will take the following approaches:

- Operate for an extended day, from 7:00 am to 4:30 pm, which allows for parents and guardians to leave their students in a structured, academically rich environment for up to 10 hours;
- Operate for an extended 200-day year, which saves parents and guardians from having to find and pay for alternative options for their children during long summer breaks;
- Engage off-duty policeman to direct parent traffic safely during arrival and dismissal times;
- Explore the potential to retain a transportation provider to transport students to after-care options at the end of the school day for those families who need help with pick-up timing;

Through these benefits, Exalt's leadership team is confident that its families will be better served than they would in many programs that offer neighborhood bussing.

Section XIX. Food Services

Little Rock Preparatory Academy (LRPA) currently uses two state-approved food service vendors:

- *Mom's Catering* delivers catered meals to LRPA's primary school campus, which are distributed for breakfast and lunch. These meals are used to serve a campus with 260 students in grades K-5.

- *Preferred Meal Systems, Inc.* delivered prepackaged meals to LRPA's middle school campus, which are prepared and distributed for breakfast and lunch. These meals are used to serve a campus with 160 students in grades 5-8.

Both vendors are approved to provide meals by the Arkansas Department of Education's Child Nutrition Unit.

LRPA participates in the National School Lunch program. Currently, 80% of the students at LRPA qualify for Federal Free & Reduced Lunch. Applications are completed by all families as part of the standard enrollment registration process. LRPA follows point-of-service requirements to make sure that students are allotted meals in accordance with their free, reduced or paid meal status. Payments are collected from families that do not qualify for free lunch, and these funds are handled directly by the Academy's finance director.

The Exalt Academy of Pine Bluff will establish a food service program consistent with the one in place at LRPA. Personnel of Exalt Education, the non-profit organization that manages LRPA and will manage the Exalt Academy of Pine Bluff, will make sure that the Exalt Academy's management team is fully trained on how to set up and manage the food service program in accordance with federal USDA guidelines and state ADE requirements.

Section XX. Parental Involvement

Partnership with Families

Families will be closely involved in the Exalt Academy of Pine Bluff through a variety of channels. These channels are delineated below:

- "Vote with Their Feet": First, and perhaps most importantly, families will hold the Academy accountable for serving their children by deciding whether or not to enroll their children and stay enrolled. When families leave, the public funding for their children leaves with them, which provides a powerful and direct incentive for the Academy to meet their needs and preferences. Some providers might view this parent choice as a negative, but the Exalt Academy embraces the accountability that exists in an active parent choice environment.

- Start-of-Year Home Visits: Second, families will build strong bonds with the classroom teachers of their students, who are the primary liaison with families. During the month leading up to the start of each academic year, the classroom teachers will schedule appointments and conduct visits to the homes of all enrolled students. During these visits, teachers introduce a Student-Teacher-Parent Covenant, which outlines the primary obligations that all 3 parties make to each other as part of making sure that every student receives an exemplary education.

- Ongoing Teacher Communication: Third, teachers will regularly communicate with families through electronic postings, telephone calls and other means. The Exalt Academy will adopt Engrade, an electronic communication system that provides parents with specific updates on what their child is learning and how s/he is doing in school.

- **Academic Updates:** Fourth, families will receive comprehensive updates on their children's learning at regular intervals throughout the academic year. Report cards with grades in every major subject and notes on student behavior will be distributes to families four times each year. Twice a year – once in mid-fall and once in mid-spring – parents will come into the school for student-led conferences. During these conferences, students will highlight what they are learning and share samples and exhibitions of their academic work.
- **Parent Advisory:** Fifth, a parent advisory board will be organized to support the Academy. This advisory board will consist of parent officers, including a President, Vice President, Treasurer, Secretary and Parent-School Liaison. The advisory board will collect input from the parent collective anecdotally and through surveys. The advisory board will meet with the Academy's management team monthly – two weeks before every monthly meeting of the board of directors. Through this engagement, the parent advisory board will help the Academy clear barriers and provide families with the best possible educational experience. This proposal will include the selection of key stakeholders in the broader community to further enhance the success in both academic gains and financial stability of the school.
- **Scheduled Appointments:** Sixth, key members of the Academy's management team will meet with parents frequently on an appointment-basis, including the Principal, Dean of Students, Office Manager, Direct Instruction Coordinator and Director of Learner Supports. Appointments will be scheduled when students are disengaging from instruction for any reason.
- **School Communications:** Seventh, the Academy will issue a bi-weekly newsletter to all families every other week throughout the year. In this newsletter, the Academy will offer profiles of teachers, showcase events and speakers, provide a calendar of upcoming activities, and post important information such as dress-up uniform days.
- **Board Meetings:** Finally, a communication will go out to all families every month to let them know about regularly scheduled board meetings. At these board meetings, parents and other interested parties within the community will have the opportunity to make remarks directly to the board of directors on any issue of their choosing. The emphasis will be on solving problems and making the Academy better.
- **UAPB** - Leadership at Exalt has engaged conversation and received preliminary support with leadership at UAPB regarding participation in an Academic Enhancement Program designed to engage college students in the School of Education to mentor and/or tutor students at EAPB. This program was implemented successfully at LRPA with the University of Central Arkansas and has the added benefit of potentially augmenting parental education and involvement as well.
- **Community-based Partnerships** – Exalt is keenly interested in becoming a core partner with key stakeholders within the Pine Bluff community to work collaboratively to meet the needs of the students at EAPB and the increasing needs of the community to curb crime, increase population and increase academic gains. Exalt will engage partnering efforts with churches, civic leaders, community and fund development and other school advocates to reach our desired objectives.

Through these ten channels, families will have the opportunity to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management.

Section XXI. Waiver Requests

Teacher Licensure Waiver Request: EAPB is requesting a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

The Academy requests these waivers because the Exalt educational model, under which it will operate, requires the flexibility to hire teachers and administrators who are best suited to implementing Exalt's unique curriculum and policies to best attain the maximum amount of student achievement and growth. The Academy and Exalt will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Exalt provides extensive training, support, and supervision for its teachers and administrators.

Uniform Date for Beginning and End of School Year and Length of School Day: EAPB is requesting a waiver from Ark. Code Ann. § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day) because the Exalt education model requires an extended school year. Exalt's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, Exalt builds many of these enrichment activities into its curriculum, necessitating an extended school year.

School District Boards of Directors and School Board Elections: EAPB is requesting a waiver from Ark. Code Ann. § 6-13-601 et seq. (school district boards of directors) and Ark. Code Ann. § 6-14-101 et seq. (school board elections). The Academy's governance structure, like any open-enrollment public charter school, was created and has operated since the grant of the initial charter pursuant to the Arkansas Charter Schools Act of 1999 (Ark. Code Ann. § 6-23-101 et seq.; specifically, Ark. Code Ann. §§ 6-23-302, 303, 306 and 401). The Academy is requesting this waiver from the listed statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure contained in our charter.

Daily Planning Period: EAPB is requesting a waiver from Ark. Code Ann. § 6-17-114 (concerning daily planning period) because the Exalt Education model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and teacher support. Exalt places great emphasis on planning and monitoring teacher and student performance and ensures that teachers have the support they need to plan effectively.

Non-Instructional Duties: EAPB is requesting a waiver from Ark. Code ann. § 6-17-117 (concerning non-instructional duties) because the Academy uses the Exalt educational model, which requires the flexibility to assign duties to maximize use of teacher and administrator time.

Certified Personnel Policies and Committees: EAPB is requesting a waiver from Ark. Code Ann. § 6-17-201 et seq. (concerning certified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices. This waiver request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.) and the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act:EAPB is requesting a waiver from Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1701 et seq. (Public School Employee Fair Hearing Act), and Ark. Code Ann. § 6-17-2201 et seq. (Classified School Employee Minimum Salary Act) because the Exalt educational model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, Exalt teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Classified Personnel Policies and Committees: We request a waiver from Ark. Code Ann. § 6-17-2301 et seq. (concerning classified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices.

Gifted and Talented Children: EAPB is requesting a waiver from Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under the Exalt education model, each child is taught at his or her own level. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as "gifted and talented", thus excluding others from enriched programs.

Alternative Education Environments: EAPB is requesting a waiver from Ark. Code Ann. § 6-48-101 et seq. concerning alternative education environments. We are requesting this waiver because Exalt Education's research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EAPB to provide all of our students with the ability to learn and thrive within our inclusive educational settings.

EAPB is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EAPB was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary necessary given the use of Exalt Education's research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

Support Services: EAPB is requesting a waiver from Ark. Code Ann. § 6-18-1001 et seq. and Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services

concerning guidance and counseling services. The Academy is requesting this waiver because the Exalt model includes a full array of support services that have proven effective in supporting students and families. More information on these services is contained within the Supplemental Education Services description of this application. EAPB will be a college preparatory school and, as such, will offer each student high school and college matriculation counseling and related services through the hiring of a Director of College & Career Advancement, which will take place when the Academy has grown into the middle school grades 6-8.

Media Center: EAPB is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EAPB flexibility in furnishing media services to students. EAPB will provide a rich collection of educational materials to its students, but not in a traditional library setting.

EAPB plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EAPB will engage in relationships with local libraries and the local educational community. More information on EAPB's provision of media services is included in the Supplemental Educational Services section of this application under "Media Center".

Teacher Compensation: EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation method for paying teaching and administrative staff, which conforms to and is an extension of the Exalt academic design and school-operating practice.

EAPB has included as a required attachment a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

Monitoring of Expenditures: EAPB is requesting a waiver from Ark. Code Ann. § 6-20-2208(e)(6) concerning the Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children – General Prohibitions), and Sections 18.01 – 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts concerning gifted and talented programs. EAPB is requesting this waiver as it believes that its unique academic design and delivery system will enable it to properly provide for the academic needs of gifted students without the need for a separate enrichment program.

Section XXII. Desegregation Analysis

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, the Exalt Academy of Pine Bluff (EAPB) is ready to prepare a desegregation analysis in conjunction with its charter application should one be requested by the Arkansas Department of Education. In addition, EAPB will comply with all applicable federal and state requirements regarding the creation and maintenance of desegregated public schools.

EAPB plans to open with a first-year enrollment of 240 students in grades K-3 in August 2013. Over 6 years, the Academy's enrollment will expand by 60 students per year to a full enrollment of 540 students in grades K-8. The Academy expects to serve families from within the city limits of Pine Bluff, specifically from within the district boundaries of the Pine Bluff School District and the Dollarway School District. EAPB does not plan to recruit students from within the White Hall School District or the Watson Chapel School District. The racial composition of the City of Pine Bluff is 67% African American, 32% Caucasian and 1% of other ethnicities.

The Jefferson County Region, which surrounds Pine Bluff, is socioeconomically segregated by neighborhood just as are many other urban areas all over the nation. Most African American students are enrolled in 3 area districts: Pine Bluff, Dollarway and Watson Chapel. Most White students are enrolled in the White Hall School District. See the chart below for greater detail on the ethnicity of students in these districts.

Jefferson County District Ethnic Composition in 2011-2012						
District	Black	White	Hispanic	Biracial	Other	Total
Pine Bluff School District	95.8%	2.1%	0.7%	1.2%	0.3%	100.0%
Dollarway School District	92.3%	5.7%	0.9%	0.7%	0.3%	100.0%
White Hall School District	14.7%	77.3%	3.0%	1.4%	3.5%	100.0%
Watson Chapel School District	69.4%	28.6%	1.3%	0.1%	0.6%	100.0%

EAPB plans to serve students in the Pine Bluff and Dollarway School Districts, which are both situated fairly close to the center of the Pine Bluff Metropolitan Area. The Academy does not plan to serve students in White Hall, which is situated to the Northeast of Pine Bluff, nor does it plan to serve students who live in Watson Chapel, which is situated to the Southeast of Pine Bluff across Interstate 530.

EAPB's opening is unlikely to have a significant impact on any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. The Exalt Academy's student body is likely to be similar to the demographics of the Pine Bluff School District and the Dollarway School District, which are both predominately African American.

Over the long term, EAPB's growth and expansion may contribute positively to the desegregation of the Pine Bluff Metropolitan Statistical Area. Segregation can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. EAPB will seek to realize that goal for the families of Pine Bluff, many of whom are presently confined in chronically low performing public schools.

Exalt EDUCATION

PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting

Presented To: Citizens of Pine Bluff, Arkansas

Presented By: Founding Team, Exalt Academy of Pine Bluff

6:00 – 8:00 pm, August 28, 2012

PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting

Exalt EDUCATION

AGENDA

- Introduction.....6:15
- Needs Assessment.....6:25
- Exalt Education.....6:45
- Exalt Academy of Pine Bluff.....6:50
- Little Rock Preparatory Academy.....6:55
- Transforming the Community.....7:15
- Question & Answer.....7:20

Town Hall Meeting: Introduction

Pine Bluff History Lesson
What changed in 1970?
Why is 50,000 a magic number?
In what category is Pine Bluff ranked 3rd among the top 344 U.S. metro areas?
What do 85% of elementary & middle schools in Pine Bluff & Dollarway share in common?
How many students do the Pine Bluff and Dollarway School Districts enroll in grades K-9?
Why could Pine Bluff beat the odds?
How can Exalt Education help?

Needs Assessment Exercise

- What do you think Pine Bluff needs?
- What are Pine Bluff's greatest assets?

Needs Assessment

- Population Growth
- Crime Activity
- School Performance
- Economic Development

Population Growth

History

- 1850-1970: Population trending up
- 1970-2010: Population trending down
- 2000-2010: City experiences 11% decline

What does it matter?

- Cities below 50,000 lose federal funding:
  - U.S. HUD Community Development Grants
  - U.S. DT Transit Capital Grants
- Example: Niagara Falls, New York

Pine Bluff Population Trend		
Census	Pop.	%±
1850	460	—
1860	1,396	203.50%
1870	2,081	49.10%
1880	3,203	53.90%
1890	9,952	210.70%
1900	11,496	15.50%
1910	15,100	31.40%
1920	19,300	27.80%
1930	20,800	7.80%
1940	21,300	2.40%
1950	37,200	74.60%
1960	44,000	18.30%
1970	57,400	30.50%
1980	56,600	−1.4%
1990	57,100	0.90%
2000	55,085	−3.5%
2010	49,083	−10.9%
sources:[25][26]		

Crime Activity

OVERALL: 344 METROPOLITAN AREAS			
MOST DANGEROUS 25 CITIES			
1	Detroit-Livonia-Dearborn, MI M.D.	14	Saginaw, MI
2	Memphis, TN-MS-AR	15	Albuquerque, NM
3	Pine Bluff, AR	16	Little Rock, AR
4	Las Vegas-Paradise, NV	17	Yakima, WA
5	Florence, SC	18	Tucson, AZ
6	Myrtle Beach, SC	19	Oakland-Fremont, CA M.D.
7	Flint, MI	20	Macon, GA
8	Stockton, CA	21	Phoenix-Mesa-Scottsdale, AZ
9	Jackson, TN	22	Houston, TX
10	Shreveport-Bossier City, LA	23	Modesto, CA
11	Miami-Dade County, FL M.D.	24	Sumter, SC
12	Charlotte-Gastonia, NC-SC	25	Alexandria, LA
13	Hot Springs, AR	* *2009 Morgan Quitno Ranking*	

- 3rd highest crime of 344 metropolitan area
- Higher than Hot Springs & Little Rock (not by much)
- 2004-2010: Crime 320% higher than U.S. average

School Performance

Pine Bluff & Dollarway School Districts

Attributes of Pine Bluff & Dollarway School Districts in 2011-2012 Year			
Elementary Schools	**Students**	**Grade Levels**	**Performance**
Altheimer Martin Elementary	85	K - 5	Priority
Broadmoor Elementary	393	K - 5	
Greenville Elementary	325	K - 5	Priority
Matthews Elementary	201	K - 5	III
Oak Park Elementary	413	K - 5	III / Priority
Southwood Elementary	353	K - 5	III
Townsend Park Elementary	354	K - 5	III
W.T. Cheney Elementary	366	K - 5	
Thirty-Fourth Ave. Elementary	398	K - 5	III
Middle Schools			
Belair Middle	338	6-8	III / Priority
Jack Robey Junior High	685	8-9	Priority
Robert F. Morehead Middle	336	6-8	Priority
Southeast Middle	372	6-8	III
9 Elementary & 4 Middle Schools	**4,619**	**K-9**	**85%**

85% of primary & middle schools low-performing.

Economic Development

History of Diversified Industry

- Agriculture
- Food Processing & Packaging
- Transportation: Trucking, Railroad, Air
- Paper Mills
- Retail Centers
- Banking
- U.S. Military Arsenal
- Regional Health Care
- Department of Corrections
- Convention Center

How long will businesses last in poor conditions?

Community Development

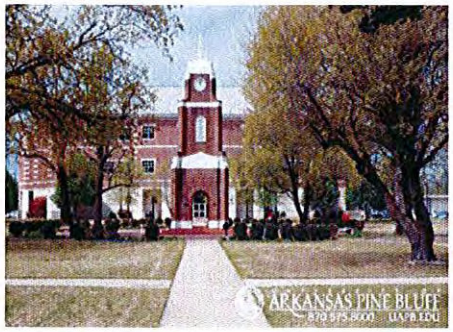
Harnessing Institutional Capacity

- Churches
- Jefferson County Alliance
- Greater Pine Bluff Chamber of Commerce
- City of Pine Bluff
- Jefferson County Seat
- Community Centers
- Early Age Care
- Parks & Recreation
- Others

Seeds of Change: 2005-2012

Recent Signs of Hope

- Expansion of University of Arkansas Pine Bluff
- Donald W. Reynolds Community Services Center
- First African American Mayor
- Farmers' Market Pavilion
- Downtown Business Incubator
- **Exalt Education seeks to open transformative new public school**



Town Hall Meeting Introduction

Pine Bluff History Lesson	
What changed in 1970?	Pine Bluff started population decline for 1st time in 120 years.
Why is 50,000 a magic number?	Cities under 50,000 lose access to Federal funding programs.
In what category is Pine Bluff ranked 3rd among the top 344 U.S. cities?	Ranked 3rd most violent city in America in 2009.
What do 85% of primary & middle schools in Pine Bluff & Dollarway share in common?	Among lowest performing schools in state of Arkansas.
How many Pine Bluff & Dollarway students in grades K-9?	4,619 students
Why could Pine Bluff beat the odds?	Many reasons.
How can Exalt Education help?	Center for transformative change.

PLANTING SEEDS OF CHANGE IN PINE BLUFF

A Town Hall Meeting

Exalt EDUCATION

AGENDA

- Exalt Education
- Exalt Academy of Pine Bluff
- Little Rock Preparatory Academy

Exalt Education Mission

Exalt EDUCATION

Non-profit Arkansas organization with 790 students in grades K-8 at 3 locations.

Prepare students from underserved communities for competitive colleges and advanced careers by:

- Providing a liberal arts education,
- Closing the achievement gap,
- Ensuring mastery of the core subjects, and
- Developing the key behaviors required for success, citizenship, and leadership in their communities.

What makes us different?

Exalt EDUCATION

KEY SUCCESS FACTORS

- High expectations & accountability
- Longer school day & year
- Multi-modal learning environment
- Co-teacher model
- Differentiated instruction
- Proven, research-based programs
- Strong governance model
- Innovation leadership values & HR practices
- Greater teacher ownership & opportunity

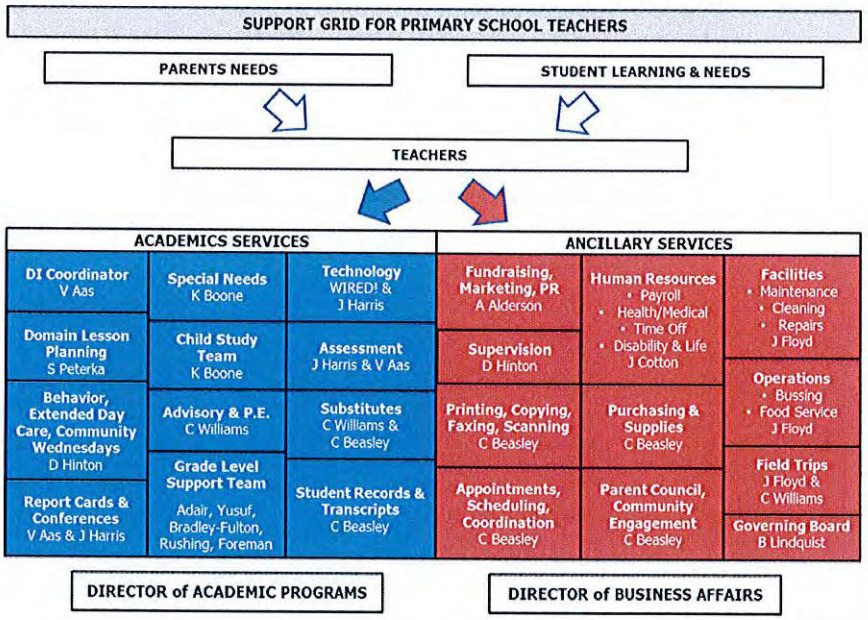
Exalt Academy of Pine Bluff

Exalt EDUCATION

SCHOOL STARTUP PLAN

BASE CASE SCHOOL STARTUP SCENARIO							
Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012	2013	2014	2015	2016	2017	2018
Kindergarten	0	60	60	60	60	60	60
1st Grade	0	60	60	60	60	60	60
2nd Grade	0	60	60	60	60	60	60
3rd Grade	0	60	60	60	60	60	60
4th Grade			60	60	60	60	60
5th Grade				60	60	60	60
6th Grade					60	60	60
7th Grade						60	60
8th Grade							60
Total	**0**	**240**	**300**	**360**	**420**	**480**	**540**

EXALT ACADEMY OF PINE BLUFF: SCHOOL STAFFING PLAN



Exalt Academy of Pine Bluff

Exalt EDUCATION

CHARTER APPLICATION TIMELINE

- June 30, 2012: Letter of Intent
- **August 28, 2012: Public Hearing**
- August 31, 2012: Charter Application filed with Arkansas Department of Education
- September 2012: Local District decision on Application
- December 2012: Application goes to Arkansas State Board of Education
- February 2013: Decision on Charter Application

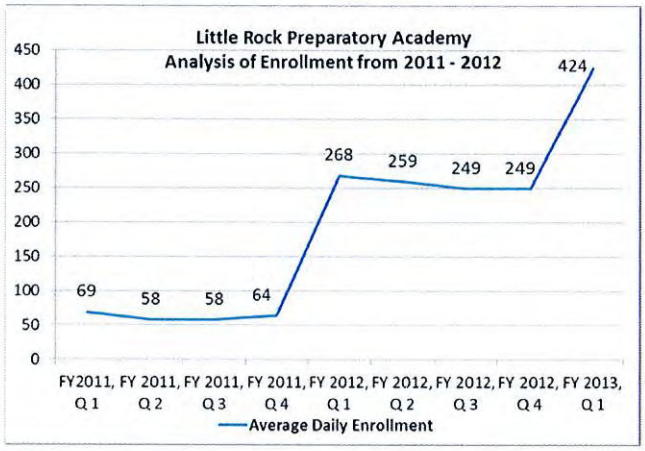
Who does LRPA serve?

Community public charter school that serves students in grades K-8 from most underserved region of Little Rock.

Primary Student Attributes	LRPA	Little Rock School District	State of Arkansas
Qualify for Federal Free & Reduced Lunch	80%	70%	60%
African American	98%	68%	21%
From Central Little Rock	70%	23%	0.01%

Strong Enrollment Growth & Waiting List Demand

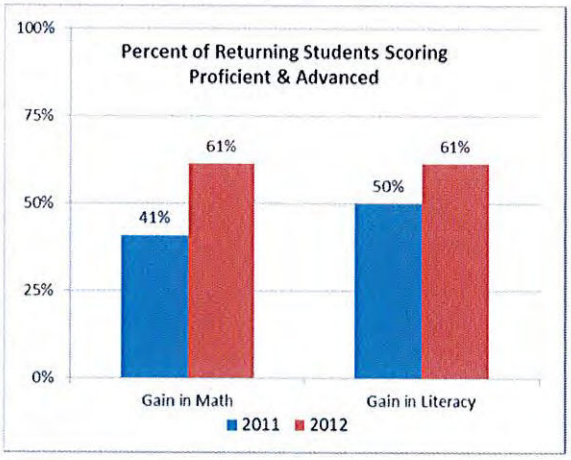
Enrollment growth over 600% in past 24 months with over 350 students currently on waiting list.



Impressive Achievement Gains

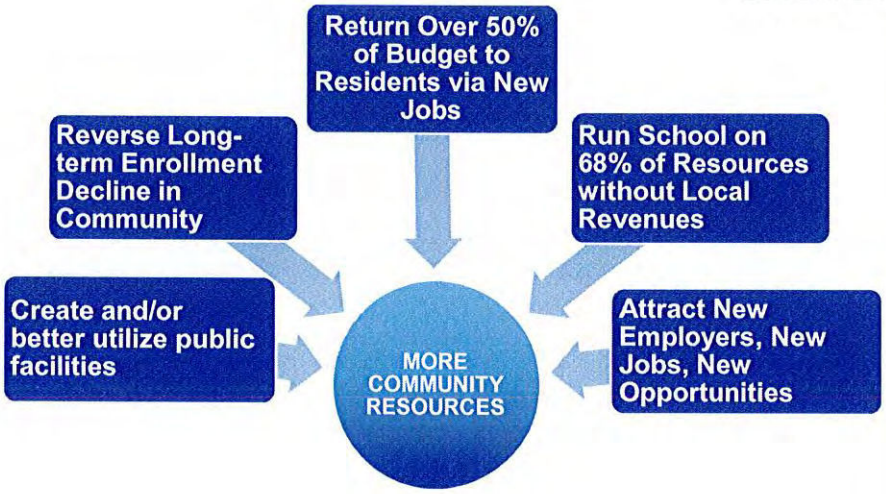
LITTLE ROCK PREPARATORY ACADEMY

In 1 year, between 11% and 20% more returning students scored Proficient or Advanced on the State Benchmark Exams.



Multiply Community Resources

Exalt EDUCATION



Change Public Views of School Quality

Exalt EDUCATION

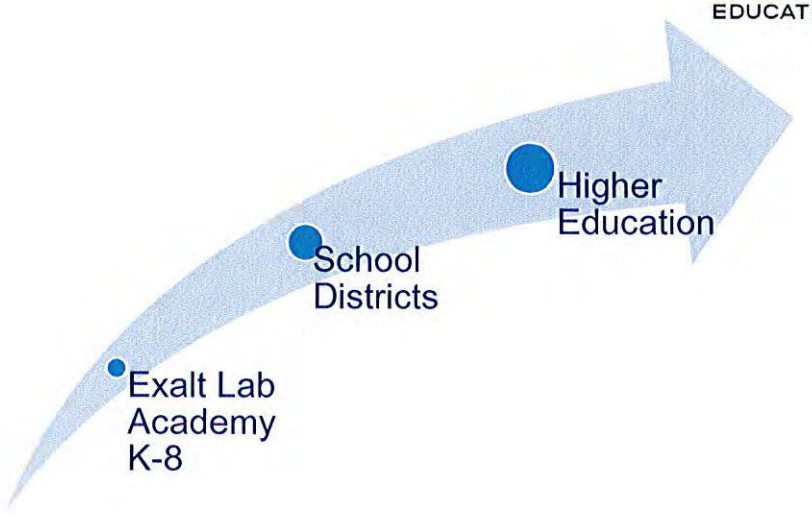
Reverse Public Perception
- That schools are low performing
- That schools are unsafe
- That students can't be served

Effectively Serve At-Risk
- Curb drop out rate
- Reduce violence & adjudication
- Keep kids off streets during most at-risk hours

Increase Performance
- Readiness for high schools
- Preparation for colleges
- Lifelong earnings potential

Collaborate to Achieve Excellence

Exalt EDUCATION



Improve Public Education for All

Exalt EDUCATION

Laboratory School
- Model best practice
- Train teachers at surrounding schools
- Partner with UAPB to prepare teachers

Positive Image
- Improve quality of education
- Increase resident retention rates
- Easier to attract businesses

Attract Talent
- Add local jobs
- Recruit talent nationally
- Serve as resource to all public schools

Exemplary Public Education

Collaboration

Alliances to serve students:
- Districts
- Churches
- Higher Education

Exalt EDUCATION

QUESTIONS & ANSWER

Exalt Academy of Pine Bluff

UAPB HPER Complex Lecture Hall		Date: August 28, 2012
Company: Exalt Education Inc.	Time: 6:00 PM	

Town Hall Meeting

Printed Name	Signature	Phone/Comments
1. Carolyn Nance	Carolyn Nance	
2. Zahiyyah Nance	Zahiyyah Nance	
3. Floretta P. Scott	Floretta P Scott	8706924546
4. Steven Mays	Steven Mays	870-718-5869
5. Ophelia Evans	Ophelia Evans	870-341-1004
6. Carla Evans	Carla Evans	870-489-8674
7. Stella Savage	stella Savage	870-541-0101
8. Willie Mae Nesby	Willie Mae Nesby	870-267-0212
9. Della M. Horace	Della M. Horace	870-534-4968
10. George Stepps	George Stepps	870-872-9316
11. Lonella Ringo	Lonella Ringo	870-534-8853
12. Tripp Walker	Tripp Walker	501-492-4300
13. Brenda Stewart	Brenda Stewart	8705506569
14. Maryna Stewart	Maryna Stewart	870 5506569
15. Joyce Jackson	Joyce Jackson	870-692-0714
16. James Jackson	James E Jackson	870 692-6666
17. Quentin Thompson		870 692-1905
18. Jay Jackson	Jay Jackson	870-550-0495
19. Faye Scott	Faye Scott	501-680-5815
20. Janice Butler McGowan	Janice M. Butler-McGowan	817-707-1871

PUBLIC HEARING NOTICES

Pine Bluff Commercial

August 28, 2012

Original Date

NOTICE OF PUBLIC HEARING:

Exalt Education, Inc., a not-for-profit Arkansas-based organization, proposes to operate an open enrollment public charter school for the Pine Bluff community. A public hearing to inform the public and gather information regarding the proposed school, Exalt Academy of Pine Bluff, will be held on:

August 22, 2012 at 6:00 pm

UAPB, K.L. Johnson HPER Complex, Lecture Hall, 1500 L.A. Prexy Drive, Pine Bluff, AR 71601.

The school's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Revised Date

NOTICE OF NEW DATE FOR PUBLIC HEARING:

Exalt Education, a non-profit Arkansas-based organization, proposes to operate an open-enrollment public charter school for the Pine Bluff community. Freddie Scott, a 1970 graduate of Pine Bluff's Southeast High School who played professional football for 11 years and was inducted into the National College Football Hall of Fame, will host a Town Hall Meeting regarding the proposed school on:

Tuesday, August 28, 2012 at 6:00 pm

UAPB, K.L. Johnson HPER Complex, Lecture Hall
1500 L.A. Prexy Davis Drive, Pine Bluff, AR 71601

The Exalt Academy of Pine Bluff's mission is to prepare students from under-served communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Refreshments will be served.

DTI

User: MSAVAG Date: 08/27/2012
Page: 1

Advertising Order

EXALT EDUCATION
1818 NORTH TAYLOR ST
Little Rock, AR 72207

Client Id.: 102047
Telephone: (501) 683-0085
Fax:
Advertiser: 102047

Order #: 83338
P.O. #:
Reference:

Advertiser: EXALT EDUCATION
Salesrep: MARGIE SAVAGE
Caption: notice of public meeting
Color: Black & White
Position: None

Proof: No
Coupon: No

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/01/2012	235904		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/08/2012	235905		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
									Total:	240.00

Publication	Date	Ad #	Suppl.	Section	Class.	Description	Ad Size	Total Size	Rate	Price
PINE BLUFF COMMERCIAL	08/10/2012	237674		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/14/2012	237675		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
PINE BLUFF COMMERCIAL	08/21/2012	237677		MAIN		AD RATE	2.0 x 4.0000	8.00	15.00	120.00
									Total:	360.00

Exalt Academy of Pine Bluff

Exalt™ EDUCATION

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 8, 2012

Dr. Linda Watson, Superintendent
Pine Bluff School District
512 South Pine Street
Pine Bluff, AR 71601

Dear Dr. Watson,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Board of Education to open a public charter school in the Pine Bluff area.

The hearing will take place on Tuesday, August 28, 2012 at 6:00 pm
UAPB, School of Education, Dawson-Hicks Hall Auditorium, Room 106
1200 N. University Drive, Pine Bluff, AR 71601. All are welcome to join us and learn more about the proposed school.

Best Regards,

Benjamin J. Lindquist
Founder & CEO

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. L. Watson, Superintendent
Pine Bluff School District
512 South Pine Street
Pine Bluff, AR
71601

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Barry Hoover ☐ Agent ☐ Addressee

B. Received by (Printed Name) Barry Hoover C. Date of Delivery 8-10-12

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Deliv (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 9171 9690 1018 9003 0227 49

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

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Frank Anthony, Superintendent
Dollarway School District
4900 Dollarway Rd.
Pine Bluff, AR 71602

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

USPS

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 9171 9690 1018 9003 0227 56

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

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Dr. Larry Smith -
Superintendent
White Hall School District
1020 W. Holland Ave.
White Hall, AR 71602

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) Patty Ruching C. Date of Delivery 8-22-12

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☑ No

AUG 22 2012

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7012 0470 0001 6412 3132

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

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF THE RETURN ADDRESS, FOLD

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Danny Hazelwood -
Superintendent
Watson Chapel School Dist.
4100 Camden Rd.
Pine Bluff, AR 71603

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Debbie Stone ☐ Agent ☐ Addressee

B. Received by (Printed Name) Debbie Stone C. Date of Delivery 8-22-12

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7012 0470 0001 6412 2326

PS Form 3811, February 2004 Domestic Return Receipt 595-02-M-1540

Exalt Academy of Pine Bluff

Exalt Academy of Pine Bluff School Calendar 2013-2014

DRAFT

Preparations for 2013-14 Year

Summer - Staff Development
TBA

First Day of School
August 14, 2013 (HALF DAY)

Oct. 25: 1st Quarter Ends
Jan. 24: 2nd Quarter Ends
Apr. 17: 3rd Quarter Ends
June 27: 4th Quarter Ends

Early Dismissal at 1:00 pm
Every Wed. Staff Development

Exalt Open House
6:15 pm - 8:15 pm

No School/All Campus
Sept. 2 - Labor Day
Oct. 18 - Faculty Workshop
Nov. 25-29 - Thanksgiving Break
Dec. 21 - Faculty Workshop
Dec. 20 - Faculty Workshop
Dec. 23-Jan. 3 - Winter Break
Jan.20 - MLK, Jr. Holiday
Feb. 14 - Faculty Workshop
March 14 - Faculty Workshop
Mar. 17-21 - Spring Break
Apr. 18 - Faculty Workshop
May 26 - Memorial Day

Last Day of School
June 27, 2014 (HALF DAY)

Total Instructional Days

200 Instructional Days
(9-Hour Days on M,T, Th, and F)
(5.5-Hour Days on Wednesday)

August-13
13 school days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-13
20 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-13
22 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-13
16 school days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-13
14 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-14
19 school days

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-14
19 school days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March-14
15 school days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-14
21 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-14
21 school days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June-14
20 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July-14
0 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Exalt Academies Sample Schedule for Primary Grades K-5

The chart below illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled "Multi-modal Learning Times" illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

Exalt Academies: Sample Schedule for Primary Grades K-5				
		-- Track 1 --		
Daily Schedule	**Academic Blocks**	**Subject Focus**	**Teachers**	**Minutes**
7:30 - 8:30	Advisory	Individual Study	1	60
8:30 - 9:00	Assembly		1	30
9:00 - 10:30	Period 1	Literacy	2	90
10:30 - 10:50		Morning Recess	1	20
10:50 - 11:50	Period 2	Math	2	60
11:50 - 12:30	Period 3	Phy Ed / Health	1	40
12:40 - 1:00	Lunch	Supervised		30
1:00 - 1:50	Period 4	Humanities	2	50
1:50 - 2:40	Period 5	Natural World	2	50
2:40 - 3:00		Afternoon Recess	1	20
3:00 - 4:00	Period 6	Global Studies	2	60
4:00 - 4:30	Advisory	Individual Study	1	30
Total Instructional Minutes				**510**
Total Instructional Hours				**8.5**

Multi-Modal Learning Allocation	**Minutes**	**Percent of Day**
Individual, Self-Paced Learning	90	18%
Small Group Guided Learning	150	29%
Whole Class Learning	160	31%
Large Group Learning / Structured Play	110	22%
Total	**510**	**100%**

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Pine Bluff Income Properties, LLC

Lessee (Tenant): Exalt Academy of Pine Bluff

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: Facility is vacant. It is a former Goody's department store. OR SAME SQUARE FOOTAGE CRITERIA TO THE MALL

Premises: 2901 Pines Mall Drive, #527 Pine Bluff, AR 71601

Total space is 25,367sf SPACE AS IS

Terms of Lease: Five (5) Years

Rental Amount: $2.37/SF ($60,000/year for entire space)

NETS

YEARS	
1-2	$0
3	$1.00 PSF.
4	$1.50 PSF
5	$2.00 PSF

Contingency: The terms of this agreement are contingent upon Exalt Education (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

ELECTRICITY $2000/MO

TRASH $600/MO

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Exalt Academy of Pine Bluff

By _____

Date 8/30/2012

Lessor:

Pine Bluff Income Properties, LLC

By _____

Date 8/30/12

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		240
2	No. of Students (240_) x $6,267.00 State Foundation Funding		$ 1,504,080.00
3			
4	No. of Students (240___) x $42.38 Professional Development		$ 10,171.20
5	No. of Students (240____) x eligible rate* NSLA Funding		$ 247,920.00
6	Total State Charter School Aid		$ 1,762,171.20
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	$50,000	
10	Title I Grant	$ 96,720.00	
	Title VIB Grant	$ 12,000.00	
11	Child Nutrition Reimbursement	$ 143,184.00	
12	Lunch Sales	$ 4,416.00	
13	Walton Family Foundation Grant	$250,000	
14	Total Other Sources of Revenues		$556,320.00
15			
16	**TOTAL REVENUES**		$ 2,318,491.20
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions__3_)*	$ 135,000.00	3
21	Fringe Benefits	$ 40,500.00	
22	Purchased Services	$ 347,773.68	
23	Supplies and Materials	$ 6,000.00	
24	Equipment	$ 5,000.00	
	Furniture	$ 3,500.00	$ 537,773.68
26			

27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions_16__)*		$ 560,000.00	16
29	Fringe Benefits		$ 168,000.00	
30	Purchased Services		$ 5,000.00	
31	Supplies and Materials		$ 12,000.00	
32	Equipment		$ 30,000.00	
	Teacher Laptops		$ 8,000.00	
33	Textbooks		$ 135,000.00	
	Furniture		$ 24,000.00	
	Printing & Copying		$ 30,000.00	
	Field Trips		$ 5,000.00	
				$ 977,000.00
34		*(Budget Continued)*		
35	Special Education:			
36	Salaries: *(No. of Positions_2_)*		$ 80,000.00	2
37	Fringe Benefits		$ 24,000.00	
38	Purchased Services		$ 32,000.00	
39	Supplies and Materials		$ 3,000.00	
40	Equipment		$ 1,000.00	
41	Other *(Describe)*			$ 140,000.00
42				
43	Gifted and Talented Program:			
44	Salaries: *(No. of Positions___)*			
45	Fringe Benefits			
46	Purchased Services			
47	Supplies and Materials			
48	Equipment			
49	Other *(Describe)*			$0.00
50				

51	Alternative Education Program/ Alternative Learning Environments:		
52	Salaries: *(No. of Positions___)*		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other *(Describe)*		$0.00
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$0.00
66			
67	Health Services:		
68	Salaries: *(No. of Positions___)*		
69	Fringe Benefits		
70	Purchased Services	$5,000	
71	Supplies and Materials	$2,000	
72	Equipment		
73	Other *(Describe)*		$7,000.00
74		*(Budget Continued)*	
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services	$ 6,000.00	
79	Supplies and Materials	$ 1,000.00	
80	Equipment		
81	Other *(Describe)*		$7,000.00
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions___)*		
85	Fringe Benefits		
86	Purchased Services	$12,000	

87	Supplies and Materials	$1,000	
88	Equipment	$1,000	
89	Other *(Describe)*		$14,000.00
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions___)*		
93	Fringe Benefits		
94	Purchased Services	$7,000	
95	(include utilities)		
96	Supplies and Materials	$ 9,000.00	
97	Equipment		
98	Janitorial Service	$21,000	
99			$37,000.00
100	Pupil Transportation:		
101	Salaries: *(No. of Positions___)*		
102	Fringe Benefits		
103	Purchased Services	$ 30,000.00	
104	Supplies and Materials		
105	Equipment		
106	Other *(Describe)*		$30,000.00
107			
108	Food Services:		
109	Salaries: *(No. of Positions___)*		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials	$ 147,600.00	
113	Equipment		
114	Other *(Describe)*		$147,600.00
115		*(Budget Continued)*	
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Technology Mainetenance	$16,800	
120	Supplies and Materials		

121	Equipment		
122	Other *(Describe)*		$16,800.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*	$ 20,000.00	
126	Fringe Benefits	$ 6,000.00	$26,000.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	$ 60,000.00	
130	*Please list upgrades:*		
131	Outfitting Site for School Use	$ 200,000.00	
132	Utilities (contract for one total year including facility upgrades)	$ 21,000.00	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	$5,000	
135	Content Insurance	$5,000	$291,000.00
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*Startup Contingency Reserve (Setaside)*	$ 69,554.74	$ 69,554.74
140			
141	**TOTAL EXPENDITURES**		$ 2,300,728.42

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line #	Revenues	Amount	Total
1	State Public Charter School Aid:		300
2	No. of Students (300_) x $6,267.00 State Foundation Funding		$ 1,880,100.00
3			
4	No. of Students (300___) x $42.38 Professional Development		$ 12,714.00
5	No. of Students (300____) x eligible rate* NSLA Funding		$ 309,900.00
6	Total State Charter School Aid		$ 2,202,714.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Title I Grant	$ 120,900.00	
	Title VIB Grant	$ 12,000.00	
11	Child Nutrition Reimbursement	$ 178,980.00	
12	Lunch Sales	$ 5,520.00	
13			
14	Total Other Sources of Revenues		$317,400.00
15			
16	**TOTAL REVENUES**		$ 2,520,114.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions__3.5_)*	$ 157,500.00	3.5
21	Fringe Benefits	$ 47,250.00	
22	Purchased Services	$ 378,017.10	
23	Supplies and Materials	$ 6,000.00	
24	Equipment	$ 2,000.00	
	Furniture	$ 1,000.00	$ 591,767.10
26			

27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions_16__)*		$ 700,000.00	20
29	Fringe Benefits		$ 210,000.00	
30	Purchased Services		$ 5,000.00	
31	Supplies and Materials		$ 12,000.00	
32	Equipment		$ 5,000.00	
	Teacher Laptops		$ 2,000.00	
33	Textbooks		$ 90,000.00	
	Furniture	$ 6,000.00		
	Printing & Copying	$ 30,000.00		
	Field Trips	$ 5,000.00		
				$ 1,065,000.00
34	*(Budget Continued)*			
35	Special Education:			
36	Salaries: *(No. of Positions_2_)*		$ 80,000.00	2
37	Fringe Benefits		$ 24,000.00	
38	Purchased Services		$ 32,000.00	
39	Supplies and Materials		$ 3,000.00	
40	Equipment		$ 1,000.00	
41	Other *(Describe)*			$ 140,000.00
42				
43	Gifted and Talented Program:			
44	Salaries: *(No. of Positions___)*			
45	Fringe Benefits			
46	Purchased Services			
47	Supplies and Materials			
48	Equipment			
49	Other *(Describe)*			$0.00
50				

51	Alternative Education Program/ Alternative Learning Environments:		
52	Salaries: *(No. of Positions___)*		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other *(Describe)*		$0.00
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$0.00
66			
67	Health Services:		
68	Salaries: *(No. of Positions___)*		
69	Fringe Benefits		
70	Purchased Services	$5,000	
71	Supplies and Materials	$2,000	
72	Equipment		
73	Other *(Describe)*		$7,000.00
74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services	$ 7,500.00	
79	Supplies and Materials	$ 1,000.00	
80	Equipment		
81	Other *(Describe)*		$8,500.00
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions___)*		
85	Fringe Benefits		
86	Purchased Services	$12,000	

87	Supplies and Materials	$1,000	
88	Equipment	$1,000	
89	Other *(Describe)*		$14,000.00
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions___)*		
93	Fringe Benefits		
94	Purchased Services	$7,000	
95	(include utilities)		
96	Supplies and Materials	$ 9,000.00	
97	Equipment		
98	Janitorial Service	$21,000	
99			$37,000.00
100	Pupil Transportation:		
101	Salaries: *(No. of Positions___)*		
102	Fringe Benefits		
103	Purchased Services	$ 30,000.00	
104	Supplies and Materials		
105	Equipment		
106	Other *(Describe)*		$30,000.00
107			
108	Food Services:		
109	Salaries: *(No. of Positions___)*		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials	$ 184,500.00	
113	Equipment		
114	Other *(Describe)*		$184,500.00
115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		

Technology Mainetenance	$16,800	
Supplies and Materials		
Equipment		
Other *(Describe)*		$16,800.00
Substitute Personnel:		
Salaries: *(No. of Positions___)*	$ 20,000.00	
Fringe Benefits	$ 6,000.00	$26,000.00
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	$ 60,000.00	
Please list upgrades:		
Outfitting Site for School Use	$75,000	
Utilities (contract for one total year including facility upgrades)	$ 21,000.00	
Insurance (contract for one total year including facility upgrades):		
Property Insurance	$5,000	
Content Insurance	$5,000	$166,000.00
Debt Expenditures:		$0.00
Other Expenditures:		
Contingency Reserve	$ 75,603.42	$ 75,603.42
TOTAL EXPENDITURES		$ 2,362,170.52

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

Sample Salary Criteria & Schedule

The following is a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance. EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation schedule for its teaching and administrative staff, which conforms to and is an extension of our academic design and school-operating practice.

Factors of Input in Determination of Compensation		
Employee Status	• Uncertified or Certified	Score of 0 or 1
Previous Salary	• Less Than or Comparable/Greater	Score of 0 or 1
Work Experience	• No Relevant Experience • Relevant Professional Domain Experience • Relevant Educational Experience in Teaching and/or Administration	Score of 0, 1 or 2
School Experience	• Experience at Exalt Academy of Pine Bluff	Score of 0 or 1
Relative Responsibility & Authority of Position (determined based upon influence over education of students)	• Associate Teacher • Teacher • Senior Teacher or Managerial Title: "Coordinator", "Manager", "Assistant Director", "Director"	Score of 1, 2 or 3
Formal Education	• Less than Bachelor's Degree • Bachelor's Degree • Master's Degree, Comparable or Higher	Score of 0, 1 or 2
TOTAL		**Range of 1-11**

Salary Range**			
Total Score	**Salary Range**	**Total Score**	**Salary Range**
2*	25,000-26,000	7	35,000-36,000
3*	26,000-28,000	8	36,500-40,000
4	28,000-30,000	9	40,500-51,500
5	30,000-33,000	10	52,000-54,000
6	33,000-34,500	11	54,000+
** Typically, a prospective employee would not rate at 2 or 3 unless applying for a paraprofessional, receptionist or instructional aide role.*			
***There are cases, such as employment of professionals who have previously retired from a public employer, where the agreed-to salary may deviate from this range.*			

IRS Department of the Treasury
Internal Revenue Service
P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Mar. 15, 2012 LTR 3367C SO
45-2973628 000000 00
00032311
BODC: TE

EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK AR 72207

031440

Employer Identification Number: 45-2973628
Tax Form: 1023
Document Locator Number: 17053-065-33704-2
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

9999999999
Mar. 15, 2012 LTR 3367C SO
45-2973628 000000 00
00032312

EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK AR 72207

For other general information, tax forms, and publications, visit www.irs.gov

Sincerely yours,

Robert Choi

Robert Choi, Director
EO Rulings & Agreement

Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Notice Date: April 04, 2012
Notice Number: CP 5104

Employer Identification Number: 45-2973628
Tax Form: 1023
Document Locator Number:
17053-065-33704-2

For assistance, call: 1-877-829-5500

EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK, AR 72207

Status Update

Information about the Application Process
Our initial screening of your application indicated that your case should be assigned to an Exempt Organizations specialist for technical review. We assign applications to specialists in the order we receive them.

Exempt Organizations specialists are able to approve some applications without further development. If we are able to conclude that no additional information is necessary to resolve your case, you will receive a determination letter stating that you are exempt from Federal income tax. If additional information or changes are necessary, the Exempt Organizations specialist will call or write you.

If we determine that you qualify for exemption upon receipt of the additional information, you will receive a determination letter stating that you are exempt from Federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter telling you why we believe you do not qualify for exemption and will include a complete explanation of your appeal rights.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" indicating that you are exempt from state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

When We Will Contact You
Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **"Where Is My Exemption Application?"** link on our webpage, www.irs.gov/eo for submission dates of applications currently being assigned. If you are unable to locate this information or need further assistance, please call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

We apologize for any inconvenience this may cause you and appreciate your continuing patience.

For general information, tax forms, and publications, visit www.irs.gov

Exalt
EDUCATION

Exalt Academy of Pine Bluff

Location: UAPB HPER Complex Lecture Hall
Event: Exalt Education Inc. Town Hall Meeting

Date: August 28, 2012
Time: 6:00 PM

I am an advocate of quality education. I support the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

	Printed Name	Signature	Email Address /Phone
	Carla Evans	Carla Evans	carla_evans86@yahoo.com 870-489-8674
	Ophelia Evans	Ophelia Evans	opheliaevans@ymail.com (870)341-1004

I am an advocate of quality education. I support the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

	Printed Name	Signature	Email Address / Phone
	Lonella Ringo	Lonella Ringo	lonella.ringo@yahoo.com 870-534-8855
	Joyce Jackson	Joyce Jackson	JaJoyJacks3000@Aol.Com
	James Jackson	James Jackson	
	Della M. Horace	Della M. Horace	dellahorace@ymail.com
	Janice Butler-McGowan	Janice Butler-McGowan	butlermcgowan@yahoo.com
	Floretta P. Scott	Floretta P Scott	FIOPERSC@J.O yahoo.com 870 69[illegible] 45-4
	Stella Savage		

Exalt Academy of Pine Bluff

I am an advocate of quality education. I support the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

	Printed Name	Signature	Email Address / Phone
	Quentin Thompson	Quentin Thompson	quentint08@yahoo.com
	Jay Jackson	Jamella Jackson	jamellajackson@yahoo.com

Gmail

Fw: Fwd: Support Freddie and Education in Pine Bluff

Phillip <kayejuroy@earthlink.net> Sun, Aug 19, 2012 at 1:23 AM
Reply-To: Phillip <kayejuroy@earthlink.net>
To: fscott87@gmail.com

Hi Freddie,

Hope that you and your family are doing well.

This is so wonderful that you are taking the time to give back and doing so in the city that you grew up in. We Applaud you!!!!!
Glenn & I wanted to let you know that we are in support of your efforts.

Unfortunately, we will not be in attendance, we will be in Alburque, New Mexico on that day but, we wanted to let you know that we will be thinking of you.

God Speed!!!!

Phillip & Glenn

---------- Forwarded message ----------
From: **Freddie Scott** <fscott87@gmail.com>
Date: Fri, Aug 17, 2012 at 8:04 AM
Subject: Support Freddie and Education in Pine Bluff
To: Alonzo Pettigrew <bpettigrew@trotterford.com>, Dorothy Ann Reynolds <dannreynolds@yahoo.com>, Elizabeth Pryor <mse41@att.net>, Geraldine Powell <gp48343@verizon.net>, Glenda Reeves <noryalc@yahoo.com>, Gloria Noel <gmfresno@aol.com>, Henry Pulling <hanknmott@yahoo.com>, Kerry Price <pricerose@cablelynx.com>, Leola Oliver <leola.oliver@sbcglobal.net>, Phyllis Newman <phyllis.newman@arkansas.gov>, Robert Nelson <bobnelson1147@sbcglobal.net>, Shirley Sanders <shirley.sanders1505@yahoo.com>, Stanley Scott <stan.scott@us.army.mil>, Thelma Ann Sanders <thelma.sanders@sbcglobal.net>, Vernize Patton <gracenk12usa@yahoo.com>, Willie Perkins <willieperkinsjr@sbcglobal.net>, Willie Roby <robyw2@aol.com>, Wilma Pickens <wilma.pickens@arkansas.gov>, Annie Marie Nelson <purplegurl527@aol.com>, Carolyn Mason-Bearden <cbearden23@hotmail.com>, Clifton Lewis <1cbone@sbcglobal.net>, Donzell Lee <dlee@alcorn.edu>, Dora Jean Terrell Lewis <dorajlewis@yahoo.com>, Dorothy King Lofton <apassion4selling@msn.com>, Earnestine McLaughlin <mclaughline@uapb.edu>, Frederick Lowe <corintha@yahoo.com>, Herman Mitchel <hermanjr99@yahoo.com>, Irma Mitchel <efn337@sbcglobal.ne>, Jennifer Lee <jenniferlee1321@sbcglobal.net>, Lewis Lawson <lewlaw45@yahoo.com>, Lonnie Maddox <lomaddox338@comcast.net>, Marsha Lewis <marsha.lewis@shell.com>, RoseMary Mogan <rosemarycooks@yahoo.com>, Shirley Meigs <jimmy99999@sbcglobal.net>, Stella Moten <stellamoten@yahoo.com>, Verdell Partee Neely <VMNeely@arkbluecross.com>, Barbara Johnson <bljohnoak@gmail.com>, Carolyn Jenkins Howard <howard.carolyn@att.net>, Collier Hill <chill11@comcast.net>, George King <gaking46@yahoo.com>, Glenda & Phillip Jones <gkpjjones@gmail.com>, Gloria Mae Jones-Blaylock <glomaeb@peoplepc.com>, Hope L King-Walker <hopelabarriteau@yahoo.com>, Joe Ann Howell <joeannhowell@sbcglobal.net>, Jonesetta Lassiter <dst4jones@yahoo.com>, Lorraine Johnson <lowj43@yahoo.com>, Marion Humphrey <marionhumphreysr@gmail.com>, Myrna Ingram <mingram69@cox.net>, Roosevelt Kahn <rsvltkahn@sbcglobal.net>, Ruby Jackson <dantonrandall@wi.rr.com>, Shellie Walker Jackson

<shellpo18@yahoo.com>, Shirley Arlene Jacob <shirleyajacob@gmail.com>, Wardell Kahn <wardell_kahn@yahoo.com>, Willie Ed Jackson <willie.jackson15@us.army.mil>
Cc: Evelyn Reed <ehyr64@yahoo.com>, Ben Lindquist <benjlindquist@aol.com>, Sylvia Wynn <sewynn89@hotmail.com>

Southeast Family,

I am working with a team to support quality education to the young kids of Pine Bluff, in particular to the ones in low-income communities. A flyer is attached to describe a planned Town Hall Meeting to be held at UAPB's HYPER Lecture Hall on Tuesday night, August 28, 2012 at 6:00 PM.

I need and would appreciate your help. Whether it is by

- attending the event,
- calling others to attend,
- email replies with a comment of support, or
- letters of support,

each will assist me as we submit our application to the Arkansas Department of Education on August 30, 2012. We need to document as many elements of support as possible and include it in our application. I am here to answer any of your questions.

Research shows that per capital Pine Bluff ranks #3 in the country in crime. Since 1990 population has been steadily declining. Despite that, our kids still need a quality education in this competitive marketplace. We are no longer competing against each other, i.e., Pine Bluff vs Merrill, Townsend Park, Coleman, etc. Neither is Pine Bluff competing against Watson Chapel, White Hall, Dollarway. The US is competing globally against India, China, and other countries.

Despite the need and challenges, I am committed to collaborate with existing school districts, businesses, Higher Ed institutions and other resources to make a difference in the lives of our children. Just trying to instill some hope. Someone did that for me years ago when I was clueless. Now I would love to do the same for any of these, our kids and grands.

The group I have aligned with is Exalt Education ("Exalt"), a non-profit public school management organization that currently operates two public charter schools serving over 750 students in grades K-7 in Portland, Oregon and Little Rock, Arkansas. Over the next 4 years, Exalt plans to expand to add at least 7 schools that will serve in excess of 4,000 students in grades K-8 at full enrollment.

Let me know what you think. Thank you in advance!!!

Freddie Scott
Class of '70
313.618.1431 cell

--

"Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion or it will be killed.
Every morning a lion wakes up, it knows it must out run the slowest gazelle or it will starve to death.
It doesn't matter whether you are a Lion or Gazelle: when the sun comes up, you'd better be running."

[Your Name]
[Street Address]
[City, ST ZIP Code]
August 27, 2012

To Whom It May Concern:

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

bkrjul@yahoo.com
870.330.6747

[Your Name]
[Street Address]
[City, ST ZIP Code]
August 27, 2012

To Whom It May Concern:

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013school year.

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Thank you in advance.

Sincerely,

[Your Name]

Kayla Q Jones
1807 W 29th
Pine Bluff Ark 71603

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc.

I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

4th Ward Alderman
Steven Mays - 870-718-5869

August 28, 2012

To Whom It May Concern:

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

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Thank you in advance.

Sincerely,

August 28, 2012

To Whom It May Concern:

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Thank you in advance.

Sincerely,

Della M. Horace
(870) 534-4968
dellahorace@ymail.com

August 28, 2012

To Whom It May Concern:

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013school year.

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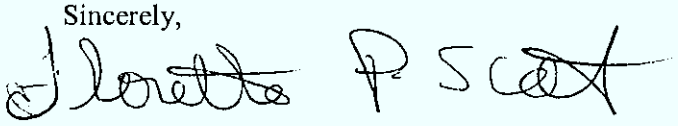
Thank you in advance.

Sincerely,



August 28, 2012

To Whom It May Concern:

I am a long-time resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate a charter school in Pine Bluff.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Roc Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2012-2013school year.

I also understand and support their effort to become a true partner in the City of Pine Bluff and advocate collaboration between the key stakeholders including businesses, the Pine Bluff School District, churches, the City of Pine Bluff, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

Jonica M. Butler-McDowan

August 28, 2012

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Thank you in advance.

Sincerely,

Carla Evans

August 28, 2012

To Whom It May Concern:

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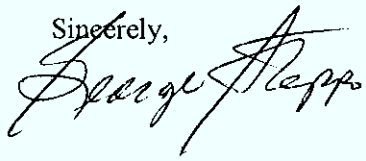

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

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Sincerely,

Exalt Academy of Pine Bluff

August 28, 2012

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August 28, 2012

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I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

Brenda Stewart
870 550 6569
brendastewart85@yahoo.com

August 28, 2012

To Whom It May Concern:

I am an advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open-enrollment public charter school in Pine Bluff.

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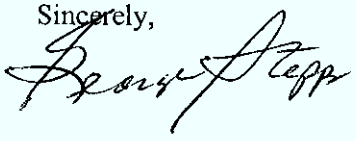

August 28, 2012

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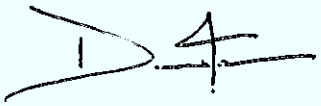

[Your Name]
Darrell Brown, Jr.

August 28, 2012

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I urge you to move forward on the decision to authorize Exalt Education Inc., to operate the Exalt Academy of Pine Bluff for the upcoming 2013-2014 school year.

Thank you in advance.

Sincerely,

Sharon Blackwood

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

Dennis Schwitters by Bonnie Johnson Date: 8-30-12
Signature of
President of the Sponsoring Entity Board of Directors

Dennis Schwitters by Bonnie Johnson
Print or type name

STATE OF ARKANSAS

SECRETARY OF STATE

Mark Martin
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

EXALT EDUCATION, INC.

filed in this office March 24, 2011 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of March 2011.

Mark Martin

Secretary of State

SCIPIO A JONES STATION
LITTLE ROCK, Arkansas
722069998
0451330016-0099
08/31/2012 (800)275-8777 04:47:33 PM

Sales Receipt

Product Description	Sale Unit Qty	Unit Price	Final Price
WHITE HALL AR 71602			$5.30
Zone-1 Priority Mail			
1 lb. 3.70 oz.			
Expected Delivery: Sat 09/01/12			
Certified			$2.95
Label #:	70120470000164116486		
Issue PVI:			$8.25
PINE BLUFF AR 71601			$5.30
Zone-1 Priority Mail			
1 lb. 3.70 oz.			
Expected Delivery: Sat 09/01/12			
Certified			$2.95
Label #:	70120470000164116509		
Issue PVI:			$8.25
PINE BLUFF AR 71603			$5.30
Zone-1 Priority Mail			
1 lb. 3.70 oz.			
Expected Delivery: Sat 09/01/12			
Certified			$2.95
Label #:	70120470000164116516		
Issue PVI:			$8.25
WHITE HALL AR 71602			$5.30
Zone-1 Priority Mail			
1 lb. 3.70 oz.			
Expected Delivery: Sat 09/01/12			
Certified			$2.95
Label #:	70120470000164116493		
Issue PVI:			$8.25
Total:			$33.00

Paid by:
VISA $33.00
Account #: XXXXXXXXXXXX6672
Approval #: 019946
Transaction #: 470
23902840032

7012 0470 0001 6411 6509

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

For delivery information visit our website at www.usps.com®
PINE BLUFF AR 71601

Postage	$ $5.30	0016
Certified Fee	$2.95	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $8.25	08/31/2012

Sent To: Dr. L. Watson, Pine Bluff School Dist.
Street, Apt. No., or PO Box No.: 512 South Pine St.
City, State, ZIP+4: Pine Bluff, AR 71601

PS Form 3800, August 2006 — See Reverse for Instructions

7012 0470 0001 6411 6486

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

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WHITE HALL AR 71602

Postage	$ $5.30	0016
Certified Fee	$2.95	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $8.25	08/31/2012

Sent To: Frank Anthony, Dollarway School Dist
Street, Apt. No., or PO Box No.: 4900 Dollarway Rd
City, State, ZIP+4: Pine Bluff, AR 71602

PS Form 3800, August 2006 — See Reverse for Instructions

7012 0470 0001 6411 6493

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

For delivery information visit our website at www.usps.com®
WHITE HALL AR 71602

Postage	$ $5.30	0016
Certified Fee	$2.95	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $8.25	08/31/2012

Sent To: Dr. Larry Smith, White Hall School District
Street, Apt. No., or PO Box No.: 1020 W. Holland Ave.
City, State, ZIP+4: White Hall, AR 71602

PS Form 3800, August 2006 — See Reverse for Instructions

7012 0470 0001 6411 6516

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

For delivery information visit our website at www.usps.com®
PINE BLUFF AR 71603

Postage	$ $5.30	0016
Certified Fee	$2.95	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $8.25	08/31/2012

Sent To: Danny Hazelwood, Watson Chapel School District
Street, Apt. No., or PO Box No.: 4100 Camden Rd
City, State, ZIP+4: Pine Bluff AR 71603

PS Form 3800, August 2006 — See Reverse for Instructions

Exalt™
EDUCATION

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 31, 2012

Frank Anthony, Superintendent
Dollarway School District
4900 Dollarway Rd.
Pine Bluff, AR 71602

Dear Mr. Anthony,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,

Benjamin Lindquist
Founder & CEO
benjlindquist@aol.com

Exalt
EDUCATION

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 31, 2012

Dr. L. Watson, Superintendent
Pine Bluff School District
512 South Pine St.
Pine Bluff, AR 71601

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Sincerely,

Benjamin Lindquist
Founder & CEO
benjlindquist@aol.com

Exalt™
EDUCATION

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 31, 2012

Danny Hazelwood, Superintendent
Watson Chapel School District
4100 Camden Rd.
Pine Bluff, AR 71603

Dear Mr. Hazelwood,

This letter is to inform you that Exalt Education is forwarding you a copy of the 2012 Charter School Application for Exalt Academy of Pine Bluff to your attention.

Sincerely,

Benjamin Lindquist
Founder & CEO
benjlindquist@aol.com

Exalt™
EDUCATION

1818 North Taylor Street #353 > Little Rock, AR 72207-4637 > p 501.683.0085 > f 501.683.2948

August 31, 2012

Dr. Larry Smith, Superintendent
White Hall School District
1020 W. Holland Avenue
White Hall, AR 71602

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Sincerely,

Benjamin Lindquist
Founder & CEO
benjlindquist@aol.com

2012-2013 Application Cycle

Additional Documents

Exalt Academy of Pine Bluff
Pine Bluff, Arkansas

Standard 13: Business and Budgeting Plan

How did the applicant arrive at the budgeted amounts for teacher salaries? Provide the specific calculations used.

Please prepare a spreadsheet that shows the salary calculations. Please provide an accompanying list of assumptions for each of the salaries. We need to be able to show how these salaries compare with the salary schedule and staffing chart that were part of our written response to ADE's charter application inquiry.

The Exalt Academy of Pine Bluff's full-time employees would be eligible for compensation that includes 4 primary components:

- Base salary
- State health insurance program
- Arkansas Teacher Retirement System (ATRS)
- Discretionary performance bonus distributed twice annually

We believe that this combination provides an effective way of compensating and motivating employees to fulfill their job responsibilities and put student learning first.

Requested Waivers Immediately Relevant to Compensation

As noted in Section XXI of the charter application, EAPB is requesting a waiver from Arkansas Code Ann. §§ 6-17-2401 et seq. concerning teacher compensation. This waiver is requested in order that EAPB may utilize its own salary and compensation method for paying teaching and administrative staff, which conforms to and is an extension of the Exalt academic design and school-operating practice.

Exalt Academy wishes to clarify its application to request a waiver of Ark. Code Ann. § 6-20-412 (concerning nonrecurring salary payments) and of any other Arkansas laws and ADE Rules necessary to award discretionary performance bonuses as part of our personnel compensation plan.

The Exalt Academy of Pine Bluff will employ a co-teacher model that allows for 2 full-time highly qualified teachers to work together to instruct each class of students in grades K-5. According to the budget that we submitted with the charter application, EAPB will plan to have an average class size of 30 students with a student-to-teacher ratio of 15-to-1 during small group instructional periods. To the extent necessary to implement this co-teacher model of educational delivery in our elementary classrooms, Exalt Academy wishes to request a waiver of Section 10.02 of the ADE Rules Governing the Standards for Accreditation (concerning class size ratios and teaching loads).

Spreadsheet with Requested Teacher Salaries

Below, the spreadsheet contains the following assumptions:

- The average budgeted teacher salary is $35,000.
- The average budgeted salary for Associate Teachers is $29,750.
- The average budgeted salary for Teachers is $37,500.
- The average budgeted salary for Senior Teachers is $44,500.

Teacher	Salary	Description	Score
1	$29,750.00	associate teacher	4
2	$29,750.00	associate teacher	4
3	$29,750.00	associate teacher	4
4	$29,750.00	associate teacher	4
5	$29,750.00	associate teacher	4
6	$29,750.00	associate teacher	4
7	$29,750.00	associate teacher	4
8	$37,750.00	teacher	8
9	$37,500.00	teacher	8
10	$37,500.00	teacher	8
11	$37,500.00	teacher	8
12	$37,500.00	teacher	8
13	$37,500.00	teacher	8
14	$37,500.00	teacher	8
15	$44,500.00	Senior Teacher	9
16	$44,500.00	Senior Teacher	9
Average Salary	$35,000.00		

Sample Salary Criteria & Schedule

EAPB has included as a required attachment a method for evaluating incoming employees and determining the correct compensation levels based upon individual qualifications. In addition to negotiating a base salary with incoming employees, EAPB will offer discretionary performance bonuses, which will be paid out twice annually (once before the winter break and once before the end of the year). EAPB will also offer as well a full range of benefits consistent with the Arkansas Teacher Retirement System (ATRS) requirements and the State of Arkansas Employee Benefits' Division related to health insurance.

The Salary Criteria & Schedule represents the actual method that the Exalt Academy plans to utilize to determine the compensation of employees although an adjustment may be made to reflect inflation rates and/or differences in cost of living between Pine Bluff and Little Rock closer to the date that hires are made.

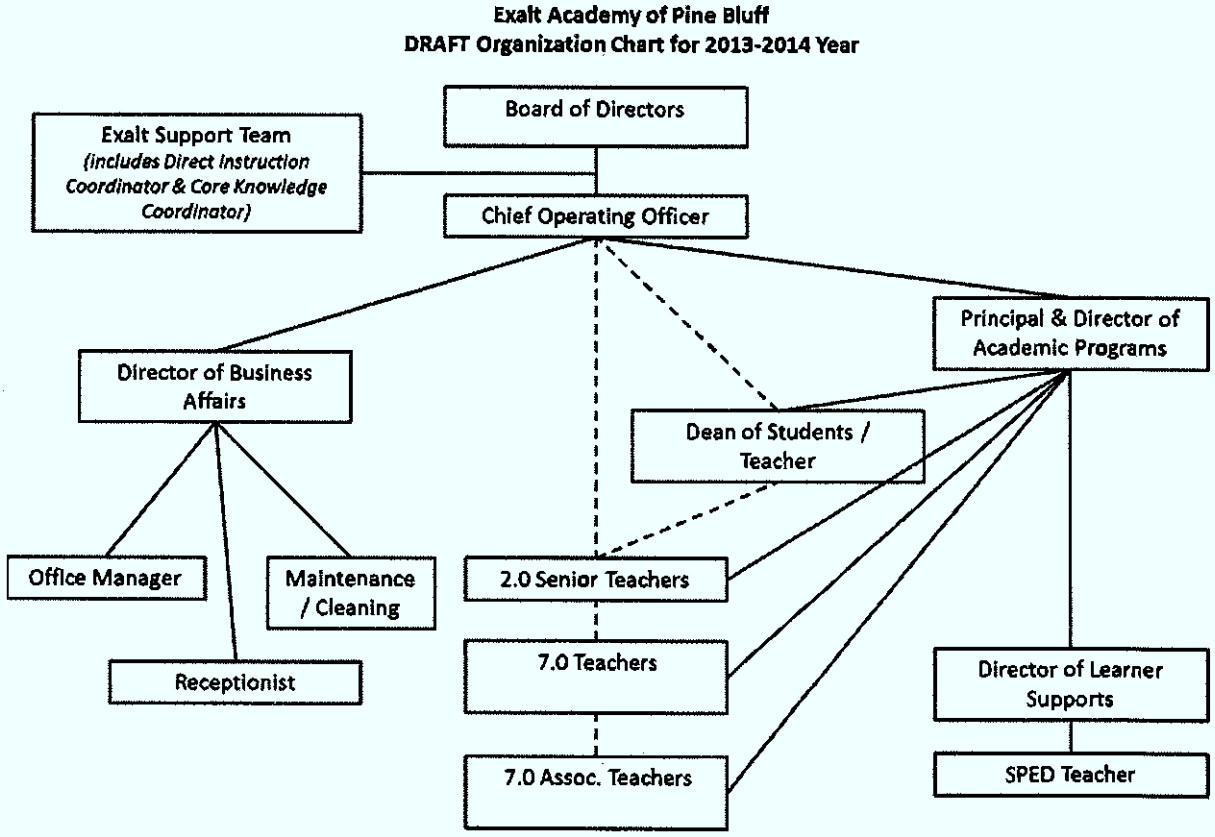
Factors of Input in Determination of Compensation		
Employee Status	• Uncertified or Certified	Score of 0 or 1
Previous Salary	• Less Than or Comparable/Greater	Score of 0 or 1
Work Experience	• No Relevant Experience • Relevant Professional Domain Experience • Relevant Educational Experience in Teaching and/or Administration	Score of 0, 1 or 2
School Experience	• Experience at Exalt Academy of Pine Bluff	Score of 0 or 1
Relative Responsibility & Authority of Position (determined based upon influence over education of students)	• Associate Teacher • Teacher • Senior Teacher or Managerial Title: "Coordinator", "Manager", "Assistant Director", "Director"	Score of 1, 2 or 3
Formal Education	• Less than Bachelor's Degree • Bachelor's Degree • Master's Degree, Comparable or Higher	Score of 0, 1 or 2
TOTAL		**Range of 1-10**

Total Score	**Salary Range**
2	25,000-26,000
3	26,000-28,000
4	28,000-30,000
5	30,000-33,000
6	33,000-34,500
7	35,000-36,000
8	36,500-40,000
9	40,500-51,500
10	52,000+

Correspondence with Staffing Chart

A copy of the staffing chart is show below. The chart was amended so that it conforms with the format required by the state department reviewer.

As this chart illustrates, the Exalt Academy of Pine Bluff plans to employ 7 Associate Teachers, 7 Teachers and 2 Senior Teachers in its first year although adjustments will be made to accommodate such factors as actual enrollment, classroom configuration and other factors. This faculty configuration would allow the Academy to serve 240 students in grades K-3, which represents an average of 30 students per classroom in a total of 8 classrooms.



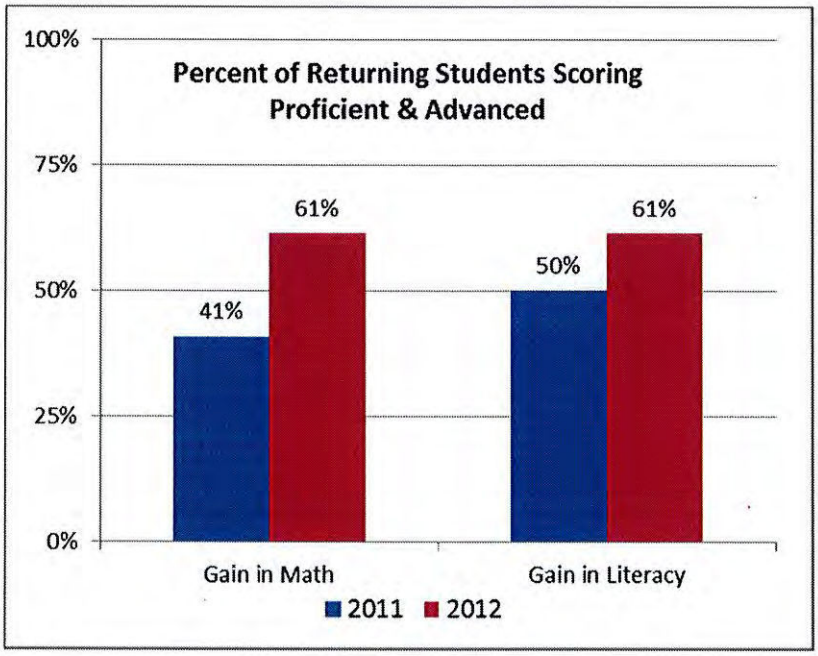
LITTLE ROCK PREPARATORY ACADEMY
Analysis of Growth in Student Achievement from 2011 to 2012 based on the ACTAAP Benchmark

Gain in Proficiency Levels among Returning Students

Between the spring of 2011 and the spring of 2012 returning students to Little Rock Preparatory Academy made gains in proficiency level on the Arkansas state exams. Of the returning students 30% increased proficiency in math and 36% increased proficiency in literacy. This was the first state-testing cycle during which the school was under Exalt Education's management.

Analysis of ACTAAP Growth From Spring 2011 to Spring 2012		
Returned Middle School Students*	**Math**	**Literacy**
Gained from "Below Basic" to "Basic"	2%	14%
Gained from "Basic" to "Proficient"	25%	14%
Gained from "Proficient" to "Advanced"	2%	9%
Total Students Gaining A Rating	**30%**	**36%**
**A total of 44 of 78 students remained with LRPA from spring 2011 to spring 2012.*		

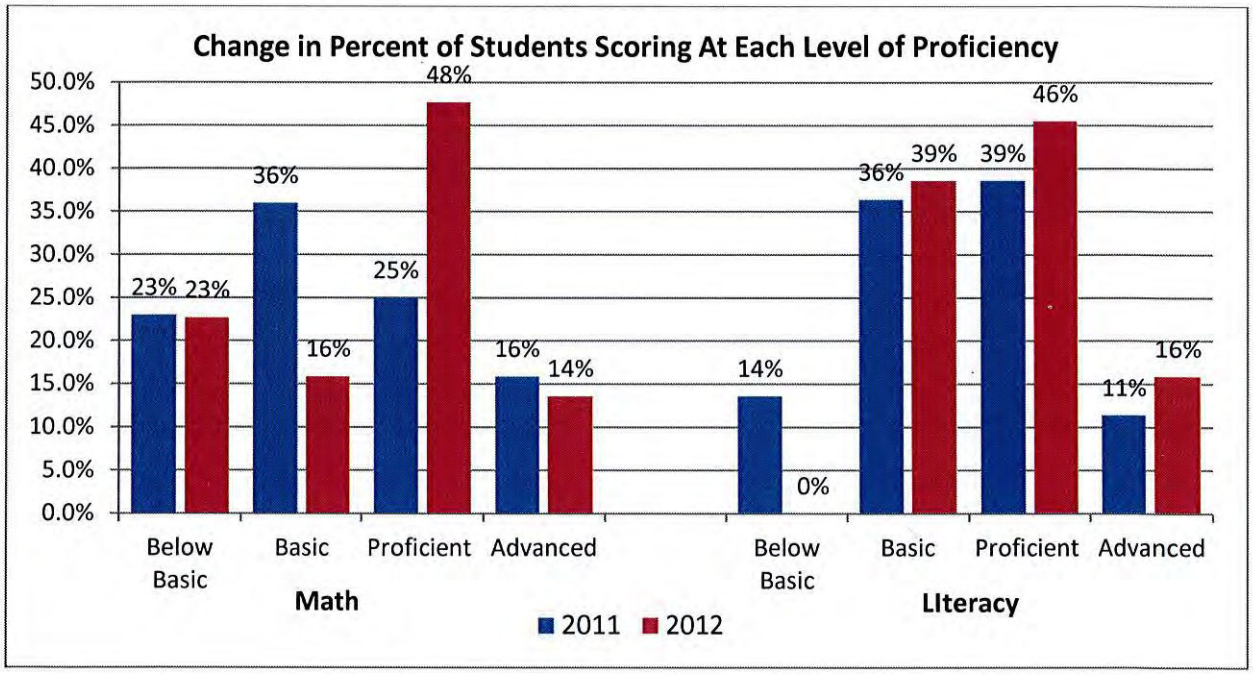
Little Rock Preparatory Academy's returning students sustained double-digit growth! Over 10% more returning students achieved proficient and advanced in the spring of 2012 than in the spring of 2011.



There were a few students who lost ground on the ACTAAP. Of the 44 returning students, 4 students, or 9% sustained losses in Math. Another 4 students sustained losses in Literacy. However, there were no students who experienced losses in both Math and Literacy.

Clear Evidence of an Upward Trend, but Room for Progress

Overall, there was a steady upward trend among the returning students. Below, the chart compares the growth of returning students in each proficiency category for the spring 2011 ACTAAP Benchmark and the spring 2012 ACTAAP Benchmark.



Trends in Math

- As the chart shows, there was very strong movement from "Basic" to "Proficient" among returning students in Math with a gain of 23% more students becoming "Proficient".
- On the downside, one student declined from "Advanced" to "Proficient" from spring 2011 to spring 2012.

Trends in Literacy

- In Literacy, there was impressive upward movement across every category.
- In particular, there was very strong movement from "Below Basic" to "Basic" among returning students in Literacy with 14% of students exiting the lowest category.

Growth for students maintaining proficiency ratings

- Students who maintained the same proficiency rating from spring 2011 to spring 2012 also showed considerable growth despite remaining in the same proficiency category.
    - In math, out of the 25 students who maintained their proficiency level, there was an average growth, within the proficiency level, of 50.3 points.
    - In literacy, out of the 25 students who maintained their proficiency level, there was an average growth, within the proficiency level, of 44.91 points.

Compliance Issues

The applicant should be prepared to address compliance issues concerning Little Rock Preparatory Academy, which is operated by the management company with which the proposed charter plans to contract.

Under Exalt Education's management, Little Rock Preparatory Academy has committed itself to complying with all applicable state and federal laws. Since Exalt assumed management of the Academy, LRPA's administration has been judicious and proactive in working with our field representatives at the Arkansas Department of Education, members of the Arkansas Public School Resource Center, and other advisors and experts to operate in full compliance with all applicable laws. In addition, LRPA has been putting procedures and systems in place to ensure that we continuously improve in our capacity to manage regulatory compliance.

Background

The Little Rock Preparatory Academy opened under the management of a founding executive director in August of 2009. LRPA operated for 18 months under the founding executive director's direction before other management was retained.

Exalt Education began managing the Little Rock Preparatory Academy under a service agreement with the board of trustees on September 29, 2011. Exalt Education just completed the 11th month since formally assuming management of the Academy. Through Exalt's involvement, a series of managerial changes have been made to enable the Academy to fulfill its mission and strategic objectives.

The following are compliance issues that Little Rock Preparatory Academy has encountered during the period under which it has been managed by Exalt.

Audit

Issue: In August of 2011, it was brought to LRPA's attention that the previous administration at Little Rock Preparatory Academy had requested extensions on the deadlines for audit submissions. LRPA responded immediately by soliciting audit bids and retaining a reputable, experienced local firm, Hudson, Cisne & Co. LLP, to conduct the needed financial audits.

Progress: Over the past year, LRPA has completed audits of its first 2 years of operation. In response to these audits and the actions of its leadership under Exalt Education, LRPA has instituted a series of procedures and controls in order to manage its financial position in a robust, diligent and capable manner.

Bank Reconciliation

Issue: On January 26, 2012, the ADE sent a letter to Little Rock Preparatory Academy inquiring about inconsistent bank reconciliations. Unfortunately, the Academy's bank reconciliations were never properly performed starting in the 1st quarter of the 2009-2010 year, which predates Exalt's involvement with the school by over 18 months.

MANAGEMENT SERVICES AGREEMENT

BY AND BETWEEN

EXALT EDUCATION AND
EXALT ACADEMY OF PINE BLUFF

This Management Services Agreement (the "Agreement") is made and entered into as of _____, 2013 (the "Effective Date"), by and between Exalt Education, an Arkansas not-for-profit corporation ("Exalt"), and Exalt Academy, a nonprofit corporation that operates Exalt Academy of Pine Bluff. Hereinafter, Exalt Academy will be referred to as the "Academy" and the Academy together with Exalt each a "Party" and collectively the "Parties".

WHEREAS, the Academy is a public charter school in Pine Bluff, Arkansas;

WHEREAS, Exalt is a national charter school network;

WHEREAS, the Academy is part of the Exalt network of charter schools;

WHEREAS, Exalt and the Academy are closely affiliated and aligned organizations with a single mission, vision and goal of preparing students from underserved homes for competitive colleges, advanced careers and a life of citizenry and leadership in their communities;

WHEREAS, Exalt and the Academy share the commitment to achieve the urgent and central priority of expanding to provide a high-quality education to as many students from underserved homes as possible;

WHEREAS, Exalt and the Academy share the commitment to build a charter school network that supports the continuous growth, development and improvement of all members, including students, teachers, support staff, board members and other employees and clients;

WHEREAS, Exalt and the Academy share the commitment to establish governance, leadership, management and operational practices and systems that enable and support the provision of an excellent public education to underserved students for many generations;

WHEREAS, Exalt and the Academy intend that these practices and systems outlast the tenure of any one board member, manager, Academy leader or other individual;

WHEREAS, Exalt and the Academy share a firm commitment to upholding the separation between governance and management, which must be clearly defined, understood and adhered to by board members, members of the Management Team, and Exalt in order for the parties to succeed in fulfilling their challenging mission;

WHEREAS, Exalt and the Academy believe in taking a problem-solving approach—which is proactive, constructive and action-oriented—to confronting and overcoming challenges to the students, families, teachers and other stakeholders that they must lead and serve;

WHEREAS, Exalt and the Academy believe that by working together they can accomplish their mission, vision, goals and shared commitments better than either organization could alone;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability;

WHEREAS, Exalt and the Academy share the commitment to operate in a disciplined manner that seeks to balance growth with quality by executing against a strategic business plan;

WHEREAS, Exalt and the Academy share the commitment to operate Static-State Schools on public operating revenues without the ongoing need for philanthropic subsidization;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Academy" means the Academy or the academic institution authorized by the Charter Contract.

"Academic Design" means the School design based on the Exalt Curriculum that is or will become part of the Charter.

"Annual Audit" means an annual audit of the Academy conducted by an independent certified public accountant in compliance with applicable State and federal laws and regulations.

"Annual Budget" means the annual budget for the Academy.

"Annual Report Template" means a tool for Academy leadership to evaluate Student achievement in School performance during the past year.

"Authorizer" means the Arkansas State Board of Education.

"Board" means the board of directors of the Academy.

"Charter Contract" means the contract between the Board and the Authorizer, which authorizes the Board to organize and operate the School, the terms of which are hereby incorporated into this Agreement.

"Confidential Information" means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; techniques or know-how; trade secrets, ideas, processes, computer programs, documents, materials, business information, marketing materials (including costs, pricing, and customer lists); and (iv) all information received in confidence from third parties by a Party. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information will not include any information that is required to be disclosed by a final order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

"Employee Handbook" means a document created by Exalt setting forth guidance as to how the Academy should comply in matters relating to Academy personnel, including but not limited to personnel rights and responsibilities.

"Exalt Management Team" means the Director of Academic Programs and the Director of Business Affairs, both of whom will be employed by Exalt and will constitute the principal leaders of the Academy. The titles and responsibilities of the two principal leaders may vary from those identified above at Exalt's discretion. Exalt may also elect, but will not be obligated, to employ more than two employees. Exalt may enter into an outsourced arrangement that provides the Academy with comparable services to that of a principal leader of the academy serving in the academic leadership or business leadership capacity.

"Facility" means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the Academy and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a Academy.

"Facility Contract" means the lease or other contract for the use or ownership of a Facility.

"Material Adverse Change" means (i) a reduction of more than 5 percent in the available combined federal and State funding for the Academy on a per pupil basis in comparison to the funding that is available for the fiscal year in which the effective date falls; (ii) a reduction of more than 5 percent in the available combined federal and State funding for the Academy on a per pupil basis in comparison to the funding that is available during any subsequent fiscal year; (iii) the enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order finding that this Agreement or the operation of the Academy in conformity with this Agreement or the Board's Charter Contract with the Authorizer violates the Academy's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement; (iv) a failure to achieve Minimum Enrollment Levels set forth herein; (v) the Board is unable to locate, secure use of the Academy located at 2901 Pines Mall Drive, #527, Pine Bluff, Arkansas 71601 or provide an alternative facility suitable for the Academy in a

timely manner; (vi) the Authorizer revokes or fails to execute the Charter Contract; (vii) the city or the State revokes the Charter Contract pursuant to State statute; (viii) the landlord for any reason terminates the Facility Contract or the Academy's or Exalt's right to use the Facility; or (ix) the use of the Facility becomes impractical by reason of fire, flood or other act of God for any period of time which would reasonably interfere with the education of the students.

"Management Team" means the Exalt Management Team, as defined herein, plus any Academy employees assigned by the Exalt Management Team to the Management Team.

"Minimum Enrollment Level" is the level set forth in Section 6.4. The Minimum Enrollment Level will be calculated based on the actual student enrollment of the Academy on the first day of academic classes during each year of the contract.

"Operating Budget" means the Annual Budget including all estimated income and expense items that will be used to manage the Academy's financial position throughout the course of the school year. The Operating Budget will be approved by the Board and Exalt on an annual basis.

"Performance Dashboard" is a tool utilized to proactively manage Student achievement in school performance.

"Public Operating Revenues" means all revenues received by the Academy from federal, State, county or local allocations and grants.

"Static-State Schools" means schools that are no longer expanding in grade levels or students served but are operating at full enrollment.

"Service Fee" means the fee set forth in Section 8.4.

"State" means Arkansas.

"Student" or "student" means a person who is enrolled in the Academy.

"Target Area" means the City of Pine Bluff, Arkansas, where the Academy is located.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of Exalt

Exalt represents and warrants as follows:

2.1.1. Organization. Exalt is a non-stock, not for profit corporation duly organized under the laws of the State of Arkansas, with the purpose and legal ability to contract to provide educational management services.

2.1.2. Authority. Exalt has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of Exalt, enforceable against Exalt in accordance with its terms.

2.1.3. Full Disclosure. No representation or warranty of Exalt herein and no statement, information or certificate furnished or to be furnished by Exalt pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.2 Representations and Warranties of the Academy

The Academy represents and warrants as follows:

2.2.1 Organization. The Academy and the Board have and at all times during the Term of this Agreement will have the legal ability under all applicable State and federal laws to contract to operate a charter school and to contract for educational management services.

2.2.2 Authority. The Academy and the Board have all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the Academy, enforceable against the Academy in accordance with its respective terms.

2.2.3 Network of Schools. The Academy and the Board understand and acknowledge that the Academy will be part of a network of Exalt schools. The Academy will ensure that its policies, procedures, uniforms, signs, curriculum, materials and other information conform to the Exalt norms in order to maintain consistency and standardization amongst the Exalt schools.

2.2.4 Litigation. There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body to which the Academy or the Board is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the Academy. No such judgment, order, decree or award has been entered against the Academy or the Board nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body involving the Academy or the Board which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

2.2.5 Full Disclosure. No representation or warranty of the Academy or the Board herein and no statement, information or certificate furnished or to be furnished by the Academy or the Board pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.2.6 Reputation of Officers, Directors and Employees. No member of the Board or officer or employee of the Academy has committed, or during the term of this Agreement will commit, an act constituting a criminal offense, an act that could negatively impact the reputation of the Academy, or any other act involving dishonesty, disloyalty, fraud or breach of trust.

2.2.7 Conduct of the Board of Directors. The Board has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the Board, which include, but are not limited to the internal revenue code, the non-profit corporation law of Arkansas, and any open records and meetings laws of Arkansas. The Board has maintained and will maintain adequate records of the activities and decisions of the Board to ensure and document compliance with all such laws and regulations. The Board agrees to provide Exalt with copies of all such records and to allow Exalt to, at Exalt's discretion, assist with the preparation and retention of such records.

3. DELEGATION OF AUTHORITY TO EXALT

The Academy hereby authorizes Exalt to undertake certain functions in regards to management, operation, and administration of the Academy to the extent such services are specifically stated in this Agreement or any valid amendment to this Agreement. The Academy hereby grants Exalt, subject to applicable law and to other terms and conditions stated herein, the following power and authority:

3.1 Leadership Development

To provide Academy employees with initial orientation and training, ongoing professional development, and structured access to a national network of colleagues and technical supports.

3.2 Marketing

To provide support with marketing and media relations. Exalt will also have the authority to provide the Academy with assistance in developing the brand identity for the Academy and other schools within the central network-wide brand hierarchy.

3.3 Effective Teachers

To hire, evaluate and terminate teachers and other Academy employees. Exalt will also have the authority to provide the Academy with tools to evaluate teacher performance.

3.4 Startup

To assist with facility identification, acquisition, development and financing. Exalt will also have the authority to hire school leaders and teachers, and it will have the authority to provide additional staffing capacity for managing the startup.

3.5 Academic Design

To assist the Management Team in tailoring the Academic Design to meet the unique needs of students and regions. Exalt will have the authority to revise and improve the Academic Design continuously in close coordination with the Management Team, with the Academy, and with all other Exalt schools in the region. Exalt has the right to provide, and the Academy has an obligation to implement, explicit tools and systems for supporting the implementation of the Academic Design. Exalt has the right to enforce the implementation of the Academic Design to the extent it deems necessary to maximize student learning and school performance.

3.6 Finance

To assist the Management Team in updating and maintaining the 5-Year Strategic Business Plan. Exalt will have the authority to develop the Annual Budget and manage the Academy's financial position. Exalt will work with the Board to enable effective financial oversight. In order to facilitate effective financial oversight, Exalt will hold monthly discussions with the Board Finance Committee Chair on the Academy's financial position and will present all major line item changes to the Annual Budget to the Board for approval. Exalt will also have the right to provide the Academy with startup and growth financing assistance as necessary, including grant and loan financing.

3.7 Performance Management

To assist the Management Team and the Board in evaluating, interpreting and making strategic decisions related to organizational progress against desired objectives, including student learning and achievement, average daily attendance, development of attributes related to leadership and citizenry, and other measures of school performance;

3.8 Strategy

To provide local and national fundraising assistance, structured financing, and business planning support as necessary to support and fulfill objectives of a 5-Year Strategic Business Plan.

3.9 Miscellaneous

3.9.1 Regulatory Relations/Compliance. To provide staffing capacity, technical support and organizational knowledge necessary to negotiate the Charter Agreement, manage Authorizer and State relations, access federal grant programs and comply with applicable federal and State laws;

3.9.2 Branding. To provide membership in a national public school network that is developing one brand identity for the purpose of attracting greater visibility, talent, publicity and resources. The Academy will adopt and/or conform with this brand identity to benefit from membership in the network.

3.9.3 Authority to Subcontract. The Academy will not subcontract the management, oversight or operation of the academic instructional program, except as specifically provided in this Agreement, or as otherwise agreed upon in writing by Exalt. The Academy may subcontract all other functions, except as otherwise provided for in this Agreement. Exalt has the express authority to approve or deny any such proposed subcontract. All subcontracts will be in writing, will be subject to the provisions of and be consistent with this Agreement. No subcontract permitted hereunder will relieve or discharge the Academy from any obligation or liability under this Agreement.

3.9.4 Professional Development Services. To provide ongoing coaching, consultative input, and technical support to the members of the Board, Academy employees, and Management Team, including, but not limited to, assisting with Board recruitment, governance, succession and development.

3.9.5 Risk Management. To provide risk management services related to such sensitive areas of Academy operations as crisis management, leadership turnover and succession, staffing and human resources, regulatory compliance, and litigation.

3.9.6 Other Support. To provide other systems and supports as necessary to ensure the success of the charter network as a whole and each academy within it.

4. DUTIES AND OBLIGATION OF EXALT

4.1 Leadership

Exalt will directly employ two (2) principal leaders of the Academy, the Director of Academic Programs and the Director of Business Affairs, defined herein as the "Exalt Management Team." The Board will not interfere with or prevent but will support and encourage the Exalt Management Team in carrying out Exalt's rights and obligations under this Agreement.

4.2 Marketing

Exalt will provide the Academy with a name, logo, mission, values and school signage, and the Board will support the same.

4.3 Effective Teachers

Exalt will provide Academy teachers with explicit guidance on what to teach, how to teach it, and how to use time effectively throughout the school day, and the Board will support the same. To carry out its obligation under this subsection, Exalt will do the following:

4.3.1 Prior to the commencement of each school year, Exalt will provide the Academy with an Employee Handbook and a Lesson Planning & Delivery Manual, which will be updated from time to time.

4.3.2 Exalt will host and facilitate summer training for all teachers in one central location. In no event, however, will Exalt be obligated to reimburse teachers for expenses incurred in traveling to and from or attending summer training.

4.3.3 Exalt will support ongoing professional development, which will be delivered by the Exalt Management Team and other contractors of Exalt's choosing.

4.4 Startup

Exalt will provide the Academy with a School Startup Project Management Tool, which will include a timeline and sequence of all deliverables for starting a new school. Exalt will also provide the Academy with templates for the Charter Application and Charter Contract, which can be adapted to suit the Academy's needs.

4.5 Academic Design

Prior to the commencement of each school year, Exalt will provide the Academy with a copy of the Academic Design, which is a documented framework that will be implemented by the Academy and all schools in the Exalt network of charter schools. Through its Academic Design, Exalt will provide educational programs that meet federal, State, and local requirements unless such requirements have been waived.

To assist the Academy in carrying out its obligation to implement the Academic Design, Exalt will employ a Director of Academic Programs. The Director of Academic Programs will be a member of the Exalt Management Team.

4.6 Finance

By _____, Exalt will assist the Academy with the development of a 5-Year Strategic Business Plan. Exalt will assist with the updating and revision of the 5-Year Strategic

Business Plan every three (3) years for the duration of the Term or more frequently as determined at Exalt's discretion.

Exalt will employ a Director of Business Affairs to provide the Academy with financial consultation and expertise. The Director of Business Affairs will be a member of the Exalt Management Team.

4.7 Performance Management

Prior to commencement of the school year, Exalt will provide the Academy and the Board with a Quarterly Performance Dashboard and an Annual Report Template, which will be presented to the Board.

4.8 Accounting, Bookkeeping, Procurement and other Financial Functions

The Exalt Management Team will perform or contract for the completion of all bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. Exalt will provide oversight and guidance in the implementation, training, and review of all such functions to be performed at the Academy site, including purchase orders and invoice approval. Exalt will have no responsibility or liability to pay any invoice on behalf of the Academy.

4.9 Strategy

The Board and Exalt will assist the Management Team with the development of a 5-Year Strategic Business Plan, which will include yearly milestones for growth and performance and an annual process of tracking progress against milestones.

4.10 Support of Board's Governance

Exalt will make a good faith effort to enable Board governance of the Academy.

5. DUTIES AND OBLIGATIONS OF THE ACADEMY AND ITS BOARD

5.1 Implementation of Curriculum Requirements

The Academy will adopt the Academic Design and carry it out in a manner that is consistent with applicable law, including requirements regarding content and subjects of instruction, with the full support of the Board.

5.2 Development of Strategic Plan

The Board and Exalt will assist the Management Team with the development of a 5-year Strategic Business Plan, as described in Sections 4.6 and 4.9.

5.3 Implementation of Strategic Plan

The Academy, with the Board's support and involvement, will raise the necessary resources to implement the 5-Year Strategic Business Plan.

5.4 Evaluation

The Academy will implement a pupil performance evaluation system which meets the requirements set forth by the Authorizer and is consistent with the evaluation methods and systems provided by Exalt.

5.5 Provision of Suitable Academy Facilities

5.5.1 The Board will use its best efforts to provide the Academy with a suitable Facility located in the Target Area. Exalt, if requested by the Board, has the authority to assist the Board in the identification of a Facility. The Board will not pursue or enter into negotiations on a lease or purchase of a Facility without notifying and engaging the Exalt Management Team and Exalt. Exalt will not pursue or enter into negotiations on a lease or purchase of a facility for the Academy, or facility improvements to the Academy without notifying and engaging the Board. The Exalt Management Team will have a direct landlord contact for emergencies and project execution. Exalt and the Board will work together to provide Facilities needed to expand the Academy in the future.

5.5.2 In the event the Academy leases the Facility, the Academy's lease with the landlord will provide that the landlord will maintain the site in accordance with all applicable federal, State, and local laws, codes, rules and regulations, except to the extent they have been waived by proper authorities. The lease will also require the landlord to procure and maintain insurance, or otherwise hold harmless Exalt, the Board and the Authorizer for damage or loss to the property leased from the landlord. The Academy will seek to provide in its lease that the landlord will secure from the insurers waivers of subrogation as against the Board, the Academy, the Authorizer, Exalt and its facilities managers, their respective officers, employees, and agents, for the full amount of the policy and any deductibles.

5.5.3 The Academy will procure and maintain insurance, or otherwise hold Exalt harmless for damage or loss to the property, whether such property is leased or owned by the Academy. Exalt will not be liable under any lease or other document pertaining to a Facility.

5.6 Equipment

The Board will be responsible for ensuring that the Exalt Management Team procures all necessary furniture, equipment or technology for the Academy. Exalt has the authority to provide desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of the Academy and such improvements as are

reasonably necessary for the implementation of the Academy Design and as are within the Annual Budget.

5.7 Annual Audit

The Board, acting with the knowledge and support of the Exalt Management Team, will conduct an Annual Audit in compliance with Arkansas law and regulations showing the manner in which funds are spent at the Academy. The Annual Audit will be performed by a certified public accountant selected by the Board. The Board will consult with Exalt prior to selecting the certified public accountant who will conduct the Annual Audit. To the extent such information is in possession or under the control of Exalt, Exalt will make available to the independent auditor and to the board treasurer, upon request, all financial and other records related to the Academy necessary for completion of audits required by law or by the Charter.

5.8 Accounting, Bookkeeping, Procurement, and other Financial Functions

The Academy will employ the financial systems recommended by Exalt, which may be a web based system.

5.9 Payroll, Employee Salaries and Benefits

The Academy and the Board will be responsible and accountable for the payment of the salaries, fringe benefits, and State and federal payroll taxes for all employees of and contractors to the Academy. All such payments will be made on a timely basis, in advance, in accordance with all State and federal laws and regulations, including all tax requirements. The Academy may use a third party payroll service and system, which may be provided via web access. As provided for in the Agreement, Exalt has the authority to provide training and guidance in the implementation of all such functions to be performed at the Academy site, including the processing of new employees and payroll.

The Academy is not responsible and accountable for payment of salaries, fringe benefits, and State and federal payroll taxes for members of the Exalt Management Team. The Academy will, however, be responsible for all office-related expenses incurred by members of the Exalt Management Team.

5.10 Accountability to Stakeholders

The Board will ensure that the needs and concerns of primary stakeholders, including students, their families, Academy teachers and staff, funders and contributors, and the community, are heard and considered.

5.11 Adoption and Implementation of Policies

The Board will ensure that appropriate policies are approved and followed in the management and governance of the Academy, including but, but not limited to, human resources

practices, student discipline practices, health and safety requirements, managerial conduct, and other areas.

6. OPERATION OF THE ACADEMY

6.1 Special Education

The Board, the Academy and Exalt recognize their obligation to provide an appropriate education to all students enrolled in the Academy, regardless of special need, in accordance with all applicable law including the requirements of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act of 1973. Exalt may, on behalf of the Academy, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the Board, which will not be unreasonably withheld.

6.2 Recruitment and Admission

Exalt, the Academy and the Board jointly will be responsible for the recruitment of Students. Application by or for Students will be voluntary and will be in writing. Admission will be open to all individuals who reside within the State on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. The Board and the Academy will seek a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the city of Pine Bluff. If there are more applications for enrollment in the Academy than there are spaces available, students will be selected to attend using a random selection process. However, as permitted by law, preference for enrollment will be given to siblings of students enrolled in the Academy and to students who were enrolled in the Academy in the previous year.

6.3 Annual Budget

On or before July 1st of each year of the Initial Term or any Renewal Term, Exalt and the Board will mutually agree to an Annual Budget, which will be prepared by the Exalt Management Team with support as requested of the Board. The Annual Budget for the Academy will provide for payment of all operating expenses related to the operation of the Academy, including, but not limited to, Exalt's Service Fee, all principal and staff compensation which will include the salaries and benefit costs, debt payments owing and owed to Exalt by the Academy, marketing and publishing costs, supplies, maintenance, staff development, curriculum materials, assessment materials and consulting fees, other third party consulting expenses, transportation and travel, public relations, printing, duplicating, postage, accountability plan costs, legal fees and accounting fees.

6.4 Minimum Enrollment Level

The Academy will first open on or about August 15th of each year, provided the Minimum Enrollment Level is met. Should the Academy fail to achieve the Minimum Enrollment Level prior to the opening date, Exalt may terminate this Agreement as set forth in Section 12.

The Minimum Enrollment Level for each year of this Agreement will be:

Year 1 - July 1, 2013 to June 30, 2014	240
Year 2 - July 1, 2014 to June 30, 2015	300
Year 3 - July 1, 2015 to June 30, 2016	360
Year 4 - July 1, 2016 to June 30, 2017	420
Year 5 - July 1, 2017 to June 30, 2018	480

6.5 Disabled Students and Those with Other Special Needs

Subject to the provisions of Section 6.1, the Academy will be open to individuals with handicapping conditions and other special needs to the extent that such individuals can be accommodated within the Academic Design, as required by law.

6.6 School Year

The normal school year will consist of a minimum of _____ days of regular instruction for Students. Exalt may extend the school year, subject to approval of the Board and available funds. The school day will be a minimum of nine (9) hours per day for students in Grades 1 through 12. A minimum of six and a half (6.5) hours per day will be focused on the delivery of academic instruction in subject areas determined by Exalt. The daily schedule for pre-K and Kindergarten will be set by Exalt.

6.7 Due Process

The Academy will provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records.

6.8 Board of Directors Meetings

The Board will provide at least 48 hours written notice by fax or by electronic mail to Exalt of all meetings of the Board and will provide Exalt with the proposed agenda of such meeting. The Board will provide Exalt with copies of the minutes of all meetings of the Board and any subdivision(s) thereof. In addition, Exalt will have the right to designate an individual to attend each meeting of the Board (the "Observer"). The Board will allow the Observer to attend all Board functions and all meetings of the Board or any subdivision thereof, including an executive session. Notwithstanding the foregoing, the Board may exclude the Observer from any meeting that is held to discuss or take action on the provisions of this Agreement, provided that

the Board notifies Exalt that such a meeting is being held and provides Exalt with a copy of the minutes of such meeting. Consistent with effective governance practice, the Board will not deliberate over or be a primary agent in hiring, training, evaluating, developing, negotiating employment terms, or terminating the Academy employees and contractors who report to the Exalt Management Team or Exalt.

6.9 Family Educational Rights and Privacy Act

The Board hereby designates employees of Exalt as agents of the Board and the Academy having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Exalt, its officers and employees will comply with FERPA at all times.

6.10 State and Federal Waivers

The Academy will timely apply for and support the waiver of any federal or State rules or regulations that interfere with the Academic Design.

7. PERFORMANCE EVALUATION

It is paramount to the success of the Parties that the Academy perform well against the objectives set forth in its Charter Contract with the authorizer, the Arkansas State Board of Education. The performance goals, which are an excerpt from the charter application that was submitted to the Authorizer, are incorporated herein as an indication of the importance of performing against these measures. If the Academy fails to perform against these measures over a period of three successive years, such failure constitutes a breach of this Agreement and grounds for reevaluation of the partnership between Exalt and the Academy. Exalt will participate in all negotiations between the Academy and the Arkansas State Board of Education. Whenever the charter contract is updated, the updated version will replace the former version as an addendum to this Agreement.

8. FINANCIAL ARRANGEMENTS

8.1 Funding Eligibility

The Board will comply with the requirements of the State of Arkansas for the purpose of receiving or maintaining its eligibility to receive from the State the per pupil allowance (PPA) which the Academy is entitled to receive for each student enrolled and in attendance in the Academy as provided for in the applicable School Aid Act. Exalt will have the authority to assist the Board in the preparation or review of State Aid Act applications and reports. Upon request, the Board will permit Exalt to review any such applications and reports prior to their submission. The Academy will apply for all State Aid funds or other monies which it receives from the Authorizer on behalf of the Academy. The Board will be and remain the fiscal agent for the Academy as required by law.

8.2 Donations and Grants

Both the Board and Exalt may solicit and receive from sources within the State grants and donations consistent with the mission of the Academy and the priorities identified by the Management Team. The Board, however, must obtain written approval from Exalt prior to applying for any grants, donations and/or other monies from sources outside of the State.

8.3 Extracurricular Fees

Consistent with local practice and as allowed by law, the Academy may charge fees to students for extra services including, but not limited to, summer activities, extracurricular clubs and after-school athletics. Such fees, however, must be assessed in a way that is consistent with the Academy's mission and must be amenable to both Parties.

8.4 Service Fee

8.4.1 In return for the services performed under this Agreement, Exalt will receive a Service Fee that is equal to 15% of the Academy's Public Operating Revenues from all sources beginning with the 2013-2014 academic year. The Board may offer to pay Exalt additional funds beyond the required 15% fee as an incentive for performance or for other purposes, but Exalt considers the requested fee the minimum necessary to carry out the scope of services set forth in this Agreement.

8.4.2 This Service Fee will be paid in equal monthly installments based on the Academy's Board-approved Operating Budget.

8.4.3 Installments will be paid within seven (7) calendar days after the end of each calendar month. Payment of installments may be delayed beyond such 7-day period only if approved in writing by the CEO of Exalt.

8.4.4 This Service Fee may be negotiated from time-to-time as the Academy, local region and national network expand and are restructured.

8.5 Expenses

In addition to the Service Fee, the Board will pay expenses to Exalt in accordance with the terms of this paragraph. Exalt will be responsible and accountable for the first $10,000 in travel-related expenses incurred each calendar year in carrying out actions within the scope of its obligations set forth in this Agreement. Once the $10,000 threshold has been met, the Board will reimburse Exalt for all other travel-related expenses incurred which are approved by the Board. Exalt will not be responsible for travel-related expenses necessary for members of the Exalt Management Team who reside in Arkansas or employees of the Academy to attend events and other activities sponsored by Exalt and other organizations.

These expenses include but are not limited to travel-related expenses, including flights, lodging, rental car and meals. The $10,000 threshold will increase each year of the Term in an amount equal to the cost of inflation.

The Academy will be responsible for paying all expenses that are incurred by employees of Exalt when Exalt is carrying out meetings or other activities requested by the Board that fall outside the scope of obligations set forth in this Agreement.

Such expenses will be paid within 15 calendar days from the date they are submitted for payment.

8.6 No Loans or Advances from Exalt

Exalt will have no obligation to advance or loan any funds to the Board or to the Academy. Any amounts expended by Exalt on behalf of the Academy, including any amounts expended prior to approval of the Charter Contract, may be evidenced by a written loan agreement between the Parties, upon request of Exalt.

9. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

9.1 Proprietary Information

Exalt will own all Proprietary Information, which will be defined as all trademarks, patents, and copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Exalt, its employees, agents or subcontractors, or by any individual working for or supervised by Exalt. Exalt will have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other School districts and customers. During the term of this Agreement, Exalt may disclose such Proprietary Information including that which is currently in existence as well as that which may be created in the future. The Academy will treat all such Proprietary Information as though it were a trade secret and copyrighted, and will use such efforts as may be reasonably requested by Exalt so as not to disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement. The Academy will use such efforts as may be reasonably requested by Exalt to assure that no Academy personnel or agent disclose, publish, copy, transmit, modify, alter or utilize Exalt’s Proprietary Information without Exalt 's prior written consent.

9.2 Use of Mark, Name, Website and Other Identifiers

The Academy and the Board will use the Exalt mark. Upon termination of this Agreement for any reason, the Board and the Academy will cease to use the mark for any purpose. The Board and the Academy will use the Exalt website and e-mail address, the use of which will also cease immediately upon termination of this Agreement. Any website designed,

set up, or otherwise created by or on behalf of the Academy and the contents thereof will at all times be the property of Exalt.

9.3 Treatment of Confidential Information

The Parties agree to the following provisions:

9.3.1 Confidential Information. The Board acknowledges that prior to the Term of this Agreement, Exalt may have disclosed, and during the Term of this Agreement Exalt may disclose, Confidential Information to the Board. The Academy and the Board agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the Academy and the Board will not use Confidential Information for any purpose other than those provided for herein.

9.3.2 Protection of Confidential Information. The Academy and the Board will preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to anyone, and that the Academy and the Board will not use Confidential Information for any purpose other than those provided herein.

9.3.3 Use of Confidential Information. The Academy and the Board agrees that the Confidential Information: (i) will be used solely in furtherance of this Agreement, and will not otherwise be used for the benefit of the Academy or others; (ii) will not be copied or reproduced by the Academy or the Board without the express written permission of Exalt, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement; and (iii) will not be disclosed to any third party without the prior written consent of Exalt. The Academy and the Board agree that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the Board becomes aware of any infringement or alleged instance of infringement, the Board will promptly notify Exalt in writing and agrees to indemnify and hold Exalt harmless against any claims for damage or liabilities arising from any such infringement.

9.3.4 Return of Confidential Information. The Board will promptly deliver to Exalt any and all Confidential Information, including all written and electronic copies, in the Board's possession or control upon termination or expiration of this Agreement or upon request by Exalt.

9.3.5 Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement will be construed to require Exalt to provide, or to entitle the Academy or the Board to obtain, any Confidential Information or any rights therein. The Academy and the Board agree that these confidentiality obligations will survive the expiration or termination of this Agreement for five years.

9.3.6 Specific Performance. In addition to all the remedies otherwise available to Exalt, including but not limited to recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Section, Exalt will have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Section. All of Exalt's remedies for breach of this Section will be cumulative and the pursuit of one remedy will not be deemed to exclude any other remedies. The Academy and the Board acknowledge and agree that Exalt's rights under this Section are special and unique and that any violation of any Section by the Academy or the Board would not be adequately compensated by money damages alone.

10. INDEMNIFICATION

10.1 Survival of Representations and Warranties

All representations and warranties hereunder will be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

10.2 Indemnification of the Academy and Board

Exalt will hold the Academy, the Board, its members, trustees, directors, officers, partners, successors, assigns, and agents of each of them (the "Indemnified Persons"), harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of the Wall Street Journal, Midwest edition, plus one point from time to time prevailing (in all, "Indemnified Claims"), incurred or to be incurred by any Indemnified Person resulting from or arising out of any breach or violation of Exalt's representations, warranties, covenants, or agreements contained in this Agreement.

10.3 Indemnification of Exalt

The Academy will hold Exalt and its affiliates and the trustees, directors, officers, partners, successors, assigns, and agents of each of them (the "Exalt Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of any breach or violation of the Board's representations, warranties, covenants and agreements contained in this Agreement.

10.4 Limitation of Claims of the Academy and the Board

Notwithstanding anything in this Agreement to the contrary, there will be no liability for any Claim and Exalt will have no obligations or liabilities pursuant to this Section:

10.4.1 Until the aggregate of the Claims suffered or incurred by the Academy or by the Board exceeds five thousand dollars ($5,000) (the "Deductible"). After the Deductible has been met there will be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by either the Board or the Academy, the amount of any income tax savings actually realized as a result thereof as well as the income tax cost arising out of such indemnity, if any, will be taken into account.

10.4.2 To the extent such liabilities exceed the lesser of (i) the Service Fee paid to Exalt during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received for an insured event under insurance policies referenced in this Agreement.

10.4.3 If the claim for indemnification is made pursuant to this Section, to the extent that Exalt can demonstrate that the Academy or the Board, prior to the Closing, possessed actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached.

10.5 Limitation on Claims of Exalt

Notwithstanding anything in this Agreement to the contrary, there will be no liability for any Claim and the Academy and the Board will have no obligations or liabilities pursuant to this Section:

10.5.1 Until the aggregate of the Claims suffered or incurred by Exalt exceeds five thousand dollars ($5,000) (the "Deductible"). After the Deductible has been met there will be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by Exalt, the amount of any income tax savings actually realized by Exalt as a result thereof as well as the income tax cost arising out of such indemnity, if any, will be taken into account;

10.5.2 If the claim for indemnification is made pursuant to this Section, to the extent that the Academy and the Board can demonstrate that Exalt had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing.

10.6 Indemnification of Third-Party Claims

The obligations and liabilities of any Party to indemnify any other under this Section with respect to a Claim relating to or arising from a Claim relating to third parties (a "Third Party Claim") will be subject to the following terms and conditions:

10.6.1 Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") written notice of any such Third Party Claim within 30 days from the date the Indemnified Party gains knowledge of such Third Party Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to

give notice will not affect the Indemnifying Party's duty or obligations under this Section except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party will be deemed to accept that it has an indemnification obligation under this Section with respect to such Third Party Claim, unless it will in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. The Indemnified Party will make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Third Party Claim, and will in other respects give reasonable cooperation in such defense.

10.6.2 Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Third Party Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Third Party Claim and fails to defend such Third Party Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Third Party Claim or consent to the entry of a judgment with respect to such third Party Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party will thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

10.6.3 Indemnified Party's Rights. Anything in this Section to the contrary notwithstanding, (i) if there is a reasonable probability that a Third Party Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party will have the right to defend, compromise or settle such Third Party Claim, and (ii) the Indemnifying Party will not, without the written consent of the Indemnified Party, settle or compromise any Third Party Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the third-party claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Third Party Claim.

10.7 Payment

The Indemnifying Party will promptly pay the Indemnified Party any amount due under this Section. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party will pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party will post and pay the cost of the security or bond to stay execution of the judgment pending appeal, if necessary. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party will succeed to the rights of such

Indemnified Party, to the extent not waived in settlement, against the third party who made such Third Party Claim.

10.8 Adjustment of Liability

In the event an Indemnifying Party is required to make any payment under this Section in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party will pay the Indemnified Party an amount (the "Adjusted Amount") which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

11. LIABILITY INSURANCE

The Board will be responsible for maintaining, at the Academy's expense, in force during the Term of this Agreement, commercial general liability insurance, director's and officer's liability insurance/employment practices liability insurance/educators' legal liability insurance, sexual abuse liability insurance, workers compensation insurance, an umbrella policy and any other insurance required by the Authorizer, in such amounts and under such terms as required by the Authorizer or by applicable law.

12. TERM AND TERMINATION

12.1 Term

This Agreement will have an initial term commencing on the Effective Date and ending on the earlier of the middle of the third authorizer period or the expiration of the Charter (the "Initial Term"), unless written notice of intent to terminate or renegotiate is given by either Party not later than December 31st prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term (the "Annual Renewal Date"). The authorizer period is the time period set forth in the Charter Contract with the Authorizer.

12.2 Renewal Terms

Upon the expiration of the Initial Term, this Agreement may be renewed by agreement of the Parties for a period of three additional authorizer periods, as defined in Section 12.1 (the "Renewal Term"). Upon expiration of the Renewal Term, this Agreement will automatically be renewed for additional one-year renewal terms ending on the later of June 30th of each year or the expiration of any renewal term of the Charter (each a "Renewal Term" and collectively with the Initial Term the "Term"). Both the Academy and Exalt have the right to terminate the Agreement in the event that the Charter Contract is terminated.

12.3 Termination by the Academy

The Academy may terminate this Agreement only in accordance with the following provisions.

12.3.1 Termination for Cause. Subject to the provisions of subsections 12.3.2, 12.3.3 and 12.3.4 below, the Academy may terminate this Agreement for cause at any time during the Term of this Agreement. For purposes of subsections 12.3.2 and 12.3.3 of this Section, the term "for cause" will mean:

(i) The Academy fails to make reasonable progress toward achievement of agreed-upon academic goals and student performance standards as defined in Section 7 of this Agreement after a period of at least three years from the Effective Date of this Agreement;

(ii) Exalt fails to perform its managerial and administrative (non-academic) duties under this Agreement.

12.3.2 Exalt Right to Cure. Prior to exercising its right to terminate this Agreement, the Board will give Exalt written notice of its basis for terminating the Agreement (the "Probationary Notice"). The Board will give such Probationary Notice no later than 30 calendar days from the day on which the Board gains knowledge of the event triggering its termination rights. The Probationary Notice will specify the section of this Agreement upon which the Board is relying on for the termination.

12.3.3 Exalt Right to Cure Cause Under Section 12.3.1(i). Upon receipt of the Probationary Notice for cause described under Section 12.3.1(i) of this Agreement, Exalt will have three years to remedy the breach. If the breach is not corrected within the applicable cure period the Academy may terminate the Agreement in accordance with the applicable paragraph of this Section.

12.3.4 Exalt Right to Cure Cause Under Section 12.3.1(ii). Upon receipt of the Probationary Notice for cause described under Section 12.3.1(ii) of this Agreement, Exalt will have 60 calendar days to remedy the breach. If the breach is not corrected within the applicable cure period the Academy may terminate the Agreement in accordance with the applicable paragraph of this Section.

12.4 Termination by Exalt

Exalt may terminate this Agreement in accordance with the following provisions:

12.4.1 Termination For Cause. Exalt may terminate this Agreement at any time for cause. For purposes of this subsection 12.4 of this Section, the term "for cause" means any violation of any provision of this Agreement by the Academy, any breach of a representation or warranty made by the Academy, the violation of any covenant

made by the Academy, or an action by the Academy which materially interferes with or limits the ability of Exalt to perform under this Agreement. In the event Exalt terminates the Agreement, Exalt will be entitled to receive any previously unreimbursed out-of-pocket expenses incurred by Exalt related to organizing the Academy on behalf of the Academy or in furtherance of Exalt's obligations hereunder.

12.4.2 Minimum Enrollment. Exalt may terminate this Agreement as stated in subsection 6.4 above.

12.5 Termination Resulting From a Material Adverse Change

Upon the occurrence of a Material Adverse Change as defined herein, Exalt or the Academy may elect to deliver written notice to the other, triggering the provisions of this Section (a "Notice of Material Adverse Change"). Upon receipt of a Notice of a Material Adverse Change, the Parties will promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement, alternative funding arrangements, etc.) to address the Material Adverse Change. If despite such good faith negotiations the Parties are unable to agree upon an acceptable approach to address the Material Adverse Change, then either Party may elect to terminate the Agreement by delivering written notice of termination to the other at least 60 calendar days in advance of the effective date of such termination. The termination provisions of this section will not be construed to in any way limit the termination for cause provisions contained in subsections 3 & 4 of this Section 11. Upon a termination due to a Material Adverse Change, the Academy will reimburse Exalt for any previously unreimbursed out-of-pocket expenses incurred by Exalt related to organizing the Academy or in furtherance of Exalt's obligations hereunder.

12.6 Avoidance of Disruptions to Students

Notwithstanding the foregoing provisions of this Section, in the event this Agreement is terminated by either Party prior to the end of the term specified above, the Parties will make a good faith effort to organize the termination in a way that minimizes disruption to Students.

12.7 Assistance Following Termination by Exalt

In the event of termination of this Agreement by either party, Exalt will provide reasonable assistance to the Board for the shorter of the remainder of the current school year or 90 calendar days after the effective date of termination of the Agreement, to assist in the transition to another school program. During such termination period, Exalt will be entitled to receive and the Academy will continue to pay Exalt's Service Fee and will reimburse Exalt for all expenses incurred by Exalt in providing such transition assistance.

13. MISCELLANEOUS

13.1 Governing Law

This Agreement will be governed by, construed, interpreted and enforced in accordance with the laws of Arkansas, without giving effect to the principles of conflict of laws thereof; provided, however, that the Federal Arbitration Act ("FAA"), to the extent applicable and inconsistent, will supersede the laws of the State and will govern. If any action is brought to enforce an arbitral award rendered pursuant to subsection 2 of this Section, venue for such action will be in the courts of Arkansas or the courts of the United States serving Arkansas. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

13.2 Alternative Dispute Resolution

13.2.1 Good Faith Negotiation of Disputes. The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If, nevertheless, a dispute should arise in connection with this Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. In the event any dispute arises between the Board and Exalt concerning this Agreement, it will be resolved in accordance with the following alternative dispute resolution procedure.

13.2.2 Binding Arbitration. Any controversy or claim arising out of or relating to this Agreement, the relationship resulting in or from this Agreement, the breach of any duties hereunder or any other relationship, transaction or dealing between the parties (collectively "Disputes") will be settled by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association. Notwithstanding anything set forth herein to the contrary, all notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered to the parties hereto as described in the Notice provision of this Section. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. If either Party brings or appeals any judicial action to vacate or modify any award rendered pursuant to arbitration or opposes the confirmation of such award and the Party bringing or appealing such action or opposing confirmation of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending such action. Additionally, if either Party brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, the Party bringing such action for judicial

relief will be liable for and will immediately pay to the other Party all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) to stay or dismiss such judicial action and/or remove it to arbitration. The failure of either Party to exercise any rights granted hereunder will not operate as a waiver of any of those rights. This Agreement concerns transactions involving commerce among the several states. The arbitrators will not be empowered to award punitive damages. The agreement to arbitrate will survive termination of this Agreement. **IF THIS AGREEMENT IS FOUND NOT TO BE SUBJECT TO ARBITRATION, THE PARTIES KNOWINGLY AND WILLINGLY WAIVE ANY RIGHT THEY HAVE UNDER APPLICABLE LAW TO A TRIAL BY JURY IN ANY DISPUTE ARISING OUT OF OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE ISSUES RAISED BY THAT DISPUTE.**

13.3 Breach and Waiver

No failure on the part of any Party to enforce the provisions of this Agreement will act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement will (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers will be strictly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement will constitute a waiver thereof. No waiver of any provision of this Agreement will be deemed or will constitute a waiver of any other provision nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

13.4 No Third party Beneficiary Rights

With the exception of the Authorizer, no third party, whether a constituent of the Academy, a member of the community, a Student or parent of a Student or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the Board, the Academy, or Exalt. This Agreement is not intended to create any rights of a third party beneficiary.

13.5 Negligent, Wrongful or Unlawful Acts of a Party

Nothing in this Agreement will affect or alter in any way the responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents, and/or contractors.

13.6 Delegation of Authority

Nothing in the Agreement will be construed as delegating to Exalt any of the powers or authority of the Academy which are not subject to delegation by the Academy or the Board under the applicable State law or under the Charter. The Board may revoke any powers granted to Exalt hereunder by written notice to Exalt; provided, however, that any such revocation will in no way impact the obligations of the Academy, including its obligation to make the payments owed to Exalt pursuant to this Agreement. Should any such revocation make it impossible or

impracticable for Exalt to perform its responsibilities under this Agreement, Exalt may terminate this Agreement in accordance with section 11.3 above.

13.7 Compliance with Laws

Unless specifically waived by appropriate governmental authority, Exalt will comply with all applicable laws, rules, regulations, ordinances, order or requirements of the State and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

13.8 Charter Contract Shall Control

Any provisions of this Agreement that are contrary to or conflicting with the Charter Contract will be superseded by the terms and conditions of the Charter Contract.

13.9 Academy Access and Inspection

Exalt will make available to the Board or the Authorizer for inspection and copying, upon reasonable notice, all books, records, and documents relating to Exalt's obligations and performance under this Agreement, the operation of the Academy, and Exalt's receipt and expenditure of funds under this Agreement.

13.10 Notices

All notices, consents and other communications ("Notices") which either Party may be required or desire to give the other Party will be in writing and will be given by personal service, facsimile, nationally recognized overnight courier service, registered air mail or certified mail (or by equivalent means) to the other Party at its respective address or facsimile number set forth below. Notices will be deemed to be given upon deposit into the mail by the Party doing the notifying. Notices delivered by facsimile will be confirmed in writing by overnight courier and will be deemed to be given upon deposit into the mail by the Party doing the notifying:

Exalt :
NAME/ADDRESS FOR SERVICE

Academy:
NAME/ADDRESS FOR SERVICE

13.11 Defined Terms and Use of Terms

All defined terms used in this Agreement will be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

13.12 Section Headings

The headings in this Agreement are for the convenience of the parties only, and will have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.13 Entire Agreement

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements, expressed or implied, written or oral, between the Parties are superseded hereby.

13.14 Modifications and Amendments

This Agreement (including any exhibits and schedules to this Agreement) may be altered, changed, added to, deleted from or modified only by agreement in writing executed by an authorized Officer of Exalt and the Chairperson of the Board, as authorized by a motion of the full Board. Accordingly, no course of conduct or custom will constitute an amendment or modification of this Agreement. Any attempt to modify this Agreement orally, or in a writing not signed by both Parties, will be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.15 Assignment

This Agreement, including without limitation, the rights granted herein, may be assigned, delegated transferred, pledged, or hypothecated by Exalt, whether voluntarily or involuntarily, with the prior written consent of the Board. The Board will not consent to such an assignment if due diligence does not provide evidence that the proposed assignee has the appropriate financial resources, educational services and managerial experience to provide the services contracted under this Agreement. This Agreement will inure to the benefit of and will be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein will be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

13.16 Counterparts

This Agreement may be executed in Counterparts, each of which will be deemed to be an original and both together will be deemed to be one and the same Agreement.

13.17 No Partnership

This Agreement does not constitute, and will not be construed as constituting, a partnership or joint venture between the Parties.

13.18 Further Assurances

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carryout the terms of this Agreement.

13.19 Severability

In case any one or more of the provisions or parts of a provision contained in this Agreement will, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability will not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement will be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part will be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.20 Negotiated Agreement

The provisions of this Agreement were negotiated by the Parties and this Agreement will be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary. Both Parties acknowledge that they have consulted with independent legal counsel regarding this Agreement.

13.21 Indebtedness Not Secured by State

The Parties agree that no indebtedness of any kind incurred or created by the Academy, including indebtedness incurred under this Agreement, shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Academy shall involved or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS BINDING ARBITRATION PROVISIONS WHICH MAY BE ENFORCED BY THE PARTIES.

EXALT EDUCATION	Exalt Academy by its BOARD OF DIRECTORS
By: _____	By: _____
Title: _____	Title: _____

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

Dennis Schmidt Date: 9/23/2012

Signature of
President of the Sponsoring Entity Board of Directors

Dennis Schwitters

Print or type name

Chairman of Board
EXALT Education

The
WALTON FAMILY
FOUNDATION

P.O. Box 2030 | Bentonville | AR 72712-2030

October 11, 2012

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at $250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

In that the foundation has already made investments in a build-out of the Exalt school network, led by Ben Lindquist, based on the plans, academic design, and target population, I feel confident that should the proposed school in Pine Bluff be authorized by the State Board of Education, the foundation will deem it worthy of a start up grant.

If you have any questions, please don't hesitate to contact me.

Sincerely,

Kathy Smith

Kathy Smith
Senior Program Officer
Arkansas Education

P.479.464.1570 | F.479.464.1580 | www.waltonfamilyfoundation.org

PINE BLUFF SCHOOL DISTRICT

512 S. Pine St. P.O. Box 7678 Pine Bluff, AR 71601
Phone: 870.543.4203 - 870.543.4204
Fax: 870.543.4208

Office of the Superintendent

September 19, 2012

Diane Gross, Program Advisor
Public Charter Schools
Four Capital Mall, Room 304B
Little Rock, Arkansas 72201

Dear Mrs. Gross:

The Pine Bluff School District's Board of Directors voted in a regularly scheduled Board meeting on September 18, 2012 to not approve the application for the Exalt Open-Enrollment Charter School.

The PBSD administration requests an opportunity to appear before the State Board of Education during the meeting to consider the aforementioned Open-Enrollment Charter School to present information as to why the ADE Board or Directors should deny the request.

Sincerely,

Linda Watson
Linda Watson, Ed. D.
Interim Superintendent

Herman Horace
Herman Horace, President
Board of Directors

2012-2013 Application Cycle

Review

Council

Overview

KidSmart Cultural Arts Charter
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

October 12, 2012

Ms. Tiffany Pettus
KidSmart Educational Services
3516 Baseline Road
Little Rock, Arkansas 72209

Re: KidSmart Academy Public Charter School Application

Dear Ms. Pettus:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

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. Please also note that ADE will provide the State Board with a desegregation analysis, and we anticipate that other affected traditional school districts may do so as well. The State Board is prohibited by law from approving any charter application that would hamper, delay, or in any manner negatively affect the desegregation efforts of a public school or public school district.

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 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

KidSmart Cultural Arts Charter School Little Rock, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan		X	
Standard 14: Financial & 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
TOTAL	0	4	17

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

KidSmart Cultural Arts Charter
Little Rock, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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 WITH RESPONSES

Name of Proposed School: **KIDSMART CULTURAL ARTS CHARTER SCHOOL**

Eligible entity status:

Public institution of higher education
Private nonsectarian institution of higher education
Governmental entity
[X] Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application:

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain the reason that names for six board members are listed in the general information section of the application since text on Page 2 indicates that there will be a seven-member board. **Identify how many of the board members will be selected by parents.** **Identify members of the non-profit board.**	

Responses:

The members listed in the application are the current members of the non-profit board. There are six names listed as one of the previous board members resigned due to relocation and a new board member has not been appointed. Three additional board members for the Charter entity will be elected by parents.
Members of the non-profit board are identified in the application and re-listed as follows:

Name: Collette Chism Position: Board Member State of Residence: Arkansas
Name: T. Denise Bell Position: President State of Residence: Arkansas
Name: Robert Donald Position: Vice-President State of Residence: Arkansas
Name: Adela Carillo Position: Secretary State of Residence: Arkansas
Name: Eric Bell Position: Treasurer State of Residence: Arkansas
Name: Anitthia Harris-Austin Position: Board Member State of Residence: Arkansas

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify the timeline for grade levels and growth over years at the charter.	

Response for Standard 5 of Application: KidSmart Cultural Arts Charter will be committed to slow, smart growth for the development of a high quality K-8 school. By offering instruction in grades K-8, KidSmart can increase its continuum of instruction that will increase a student's chances for successful matriculation to high school. An additional benefit will be that families with multiple students in the middle school grades will be able to place their children in one school setting. Often times this can lead to improved attendance which will benefit the students. We also believe the K-8 design will allow students to retain the foreign language and cultural arts experiences. With a complete elementary and a complete middle school, students will experience the cultural arts model in its entirety and be fully prepared to be successful in high school. We believe that having a complete elementary and middle school will ensure that students get the

full benefit prior to starting their secondary experience. KidSmart proposes to open as a Kindergarten through Third grade charter for the 2013-2014 school year with additional grades added each year until charter is a K-8 school. Seventh and eighth grade will be added completing the growth of the school. The student capacity calculations show the maximum number of students.

School Year	Grade Level Added
2013	Kindergarten-Third
2014	Kindergarten-Fourth
2015	Kindergarten-Fifth
2016	Kindergarten-Sixth
2017	Kindergarten-Seventh
2018	Kindergarten-Eighth

2013 School Year Total: 160

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40

2014 School Year Total: 200

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40
Fourth	40

2015 School Year Total: 240

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40
Fourth	40
Fifth	40

2016 School Year Total: 260

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40
Fourth	30
Fifth	30
Sixth	40

2017 School Year Total: 300

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40
Fourth	30
Fifth	30
Sixth	40
Seventh	40

2017 School Year Total: 300

Grade Level	Total Number of Students
Kindergarten	40
First	40
Second	40
Third	40
Fourth	30
Fifth	30
Sixth	40
Seventh	20
Eighth	20

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 lengths of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
August 19, 2013 is the earliest state required start date for school year 2013-2014.	

Response:for Standard 6: KidSmart will apply for applicable waiver to set a start date for August 12, 2012.

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 are 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify that the goal is for 80% of the students to score proficient or advanced in Literacy. **Please note that your AMO will be based on state AMO rather than the local school or district's AMO.** **Since ADE does not approve Social Studies assessments, identify the instrument(s) to be used to assess Social Studies and Multicultural Understanding.**	

Responses: for Standard 7 of Application:

Beginning in the 2013-14 school year, KidSmart Cultural Arts Charter will monitor academic growth with an indicator of proficiency in critical literacy skills. Once a month with a result of 80% of students meeting their academic growth skill development using STAR and other teacher made assessments.

Objective 1: KidSmart intends to clarify that by the 2017-18 school year, 80% of the students enrolled will show proficiency in literacy as measured by the ADE approved assessments.

KidSmart Cultural Arts Charter will utilize student portfolios to assess Social Studies and Multicultural Understanding. Students' portfolio assessments will be incorporated to helps students identify their interests, retain experiences, collect work and to track their own understanding of concepts and experiences presented in the curriculum. In an effort to increase students' self-awareness of how their understanding has developed, the information about this understanding will be collected by the students as the school year progresses. Students will be required to make journal entries in order to reflect on and

react to their assigned readings and activities and cultural arts projects. Completed projects are included in their portfolio. Portfolio assessments will enable students to identify and connect with their interests, produce work of high quality, and plan for more ambitious assignments which may take several weeks to complete.

Keeping a journal and portfolio will be a supplement to the usual homework, classwork, quizzes, and tests. The teacher will collect and respond to the journals on a regular basis.

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 rational 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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Include information on the school districts within the geographical area of the charter school.	

Response for Standard 9 (Geographical Service Area):

The proposed KidSmart Cultural Arts Charter will be located in Southwest Little Rock which is within the Little Rock School District. Southwest Little Rock is bordered by Baseline Road, Geyer Springs Road and expands to South University. As an open enrollment charter school we expect most students to come from the Little Rock School District and Pulaski County Special School District. A main highway, Interstate 30, crosses through Southwest Little Rock. As a result, we could potentially draw students from the contiguous school districts, Benton School District and Bryant School District. According to the 2011-2012 enrollment information housed on the Department of Education Data Center's website, the Little Rock School District contained 24,049 students; the Pulaski County Special School District contained 16,959 students; the Benton School District contained 4,618 students; and the Bryant School District contained 8,291 students.

We expect the majority of students to enroll from the Southwest Little Rock area where the proposed charter school will be located. Granted that the enrollment cap is met during the first year in operation, we estimate that 255 (85%) of the student base will transfer from the district in which the Charter School will be located which is the Little Rock School District. The charter could potentially draw students from the East End community, ten miles from the proposed charter school site and located within the Pulaski County Special School District. 10% (30) of the Charter's enrollment and 5% of the charter student base may be drawn from Saline County, Bryant and Benton School Districts.

Public Primary/Middle Schools in Zip Code 72209

- **Watson Elementary School (Students: 497 Location: 7000 Valley Drive Little Rock; Grades: PK - 05)**
- **Otter Creek Elementary School (Students: 452; Location: 16000 Otter Creek Parkway, Little Rock, Grades:Pre-K-5**
- **Wakefield Elementary School (Students: 347; Location: 75 Westminister Drive., Little Rock, Arkansas; Grades: Pre-K - 05)**
- **Meadowcliff Elementary (Students: 327; Location: 25 Sheraton Drive, Little Rock, Grades: Pre- K - 05)**
- **Geyer Springs Elementary School (Students: 314; Location: 5240 Mabelvale Pike, Little Rock, Arkansas; Grades: Pre-K - 05)**
- **Baseline Elementary School (Students: 298; Location: 3623 Baseline Road., Little Rock, Arkansas; Grades: Pre-K - 05)**

See Map Attachment in Appendix.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:
A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school.	

Response for Standard 11 of Application: KidSmart Cultural Arts Charter School will make every effort to recruit students through traditional and creative means. In order to raise enrollment awareness for students of all ages and ethnicities, we will launch a strong marketing campaign to increase visibility for KidSmart. Media Campaigns for radio, television and print will be produced in Spanish and English to reach broader audiences. This will be achieved through the use of radio live remotes, television commercials and infomercials, 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 parents can enroll students. In addition, KidSmart will reach out to community audiences by visiting churches, holding grassroots organization meetings, attending neighborhood association meetings, and organizing campaign fliers distributed to homes. Board members will be responsible for the utilization of a phone-calling system to invite parents to consider placement, and in alignment with the school's vision, a community art performance would be held and an announcement would be made about the new school. After approval has been gained from the State Board of Education, a series of public meetings will be held to assure parents and students will learn about the school and receive registration packets.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

The staffing plan for KidSmart Cultural Arts Charter School meets the standard however, we would like to clarify that all state-mandated exams will be administered by certified teachers, even if on a contractual basis. As an existing entity that employs several instructors and tutors to work with children, the organization assures the same standards will apply that all teachers and school personnel will submit to the criminal background and central registry checks and all staff will adhere to Code of Ethics for Arkansas Educators. (see Waiver Comments Standard 21).

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
	X	

Strengths	Reference
The applicant references that the Board will approve an annual budget in the May meeting. This meets the requirement that this process be completed by September 30.	**Pg. 32**
The applicant gives policy and states that the charter will operate in full compliance with all Arkansas law governing procurement.	**Pg. 33**
Concerns and Additional Questions	**Reference**
Budget is very "close", no room for error.	
Meal sales revenue budgeted year two, unguaranteed revenue.	
Salaries budgeted for year 2 increased $131,381.36 (33%). Large increase, please clarify.	
The Business Manager employed or contractual 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 mentions ALE (page 38), but does not budget for position.	**Budget Page 2**
Applicant should clarify amount budget for substitute personnel.	
Applicant mentioned students having 24 hour access to laptops. Where are these budgeted?	

Responses for Standard 13 of Application:

As projected in the growth plan, the amount of students will increase, therefore we may need to add additional staff to accommodate student expansion. Additionally, with the addition of fourth grade, students will also need to have a physical education component which is required by law and justifies adding a physical education instructor and program.

Proposal states "*Teachers* will have 24 hour access to laptops.(page. 24)" These items are budgeted in equipment. (see budget item Line 32).

KidSmart will hire a qualified Business Manager to manage the financial and procurement affairs of the charter school.

In the event that it is necessary to utilize the services of substitute personnel we will make every effort to hire qualified, competent individuals with experience in an educational setting. The amount listed includes recruitment which may include contract services through an agency, advertising and long-term assignments.

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
		X

Strengths	Reference
Annual audit will be conducted by Division of Legislative Audit	**Pg. 35**
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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a clear assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN *finance* and educational data reporting system.	**Page 35**

Response:for Standard 15 of Application:

KidSmart Cultural Arts Charter School 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. KidSmart will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a *signed* Facility Utilization Agreement.	
Facilities Review Report	

Response: KidSmart representatives emailed a copy of Facilities Use Agreement to Lynette Gude at Genuine Auto Parts, Atlanta, Georgia in the Real Estate Division. They have not returned the agreement to date.

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
		X

Strengths	Reference
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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
The applicant should indicate whether or not it intends to offer an Alternative Education Environment (ALE) as required by Ark Cod Ann. § 6-15-1005(b)(5); 6-18-503(a)(1)(C)(i); and 6-48-101 *et seq.*; Standard 19.03 of the Standards for Accreditation; and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funding. • **Explain the "preliminary plan" that is mentioned.** • **The Internal Review Committee recommends the removal of the following sentence: *"Children attending KidSmart who are suspected of having a disability will be evaluated for special education services if needed by the Special Education Teacher."*** • **Acknowledge that hiring Special Education staff will be related to program standards.**	Page 38

Responses for Standard 18 of Application: Student Services

E. Special Education

KidSmart will adhere to all Arkansas and federal requirements regarding Child Find to meet the state's requirements. This will ensure that all potentially disabled children, including those attending private and parochial schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services will be identified, located and evaluated. KidSmart will hire a Special Education Teacher to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. The acquiring of Special Education staff will be related to program standards. While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we will develop a preliminary plan for meeting the needs of students with disabilities. This plan ensures that an 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. Students experiencing difficulty in the general classroom will be considered for all support services available to all students, such as tutorial, compensatory, and other services. School personnel will 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. KidSmart will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be 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.

KidSmart will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

KidSmart will ensure that a free appropriate public education (FAPE) is provided to all individuals with disabilities, ages 3-21(although the school may not serve all students in this range, as a local education agency, it will carry out its responsibilities to locate such students as described in 34 C.F.R. §300.125 and direct them to relevant agencies). To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), KidSmart will educate students with disabilities in the least restrictive environment, in mainstream classrooms with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur 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. To the maximum extent appropriate, students with disabilities will also be expected to participate in, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs,

activities and services. We believe that we can address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices. For the more intensive services such as long-term physical therapy, KidSmart will also look to work with third-party contractors to meet the needs listed in IEPs.

Response:

G. ALTERNATIVE EDUCATION

KidSmart wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

KidSmart's structured educational program will provide the necessary supports for students based on its small class size and personalized learning environment. Students will have access to a motivating, integrated core academic program that is mastery-based rather than seat-time dependent. It will provide incentives for students to build their skill sets, reach their potential, and achieve their goals. Using a variety of research-based instructional, assessment, and evaluation strategies, teachers will provide numerous opportunities for students to develop the skills and knowledge. The school will create an organizationally supportive learning environment that prepares students to recognize options and make informed choices. All of these educational interventions will address the needs of students who in a different learning environment would need ALE services. KidSmart will strive to provide effective intervention strategies conducive to meeting the needs of such at-risk students.

KidSmart will also pair each student with a mentor, deemed a "monitor". This mentor figure will assesses attendance, academics and overall performance with regular discussions and communication with parents as well. This form of intervention will be designed to connect the student with school personnel, family and community service providers that can intervene to keep the student on track. In the event that more extensive services are needed, KidSmart has formed a partnership with United Family Services to provide at-risk intervention such as Drop-out prevention, drug counseling and rehabilitation, emergency shelters and mental health treatment. The KidSmart staff will also actively facilitate small group instruction in content areas for these students by relying on their strengths while taking inventory of weaknesses/needs, and providing a targeted, personalized approach where necessary.

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
X		

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a food service plan that will serve all eligible students. **Provide 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.**	**Page 39**

Response to Standard 19 of Application:

Food Services: KidSmart Cultural Arts Charter School will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School Lunch Program). 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, KidSmart 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 Child Nutrition Program will also ensure the equal treatment of all students. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. KidSmart will be responsible for preparing and serving student meals, in addition to keeping track of records related to Child Nutrition Programs. KidSmart 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 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
		X

Strengths	Reference
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 rationale for 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
		X

Legal Comments

Requested waivers:

a. Licensure Requirements

- **Even if applicant is granted a waiver from the licensure requirements, the applicant will still be required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any teacher who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.**

- **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.**

- **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. Applicant requested a waiver of Ark. Code Ann. § 6-17-201 *et seq.* and 6-17-2403 regarding minimum salaries for certified personnel. The applicant may wish to request a waiver of Ark. Code Ann. § 6-17-2203 Minimum Salary for classified employees. Without this waiver, the school will be required to pay classified employees in compliance with the law.

b. If applicant intends to begin school before August 19, 2013, a waiver of Ark. Code Ann. § 6-10-106 is required. **c. The applicant seeks a waiver of Standards for Accreditation 15.01-15.03.7 regarding principals and superintendents. The applicant should also seek a waiver of Ark. Code Ann. §§ 6-13-109; 6-17-427; and the ADE Rules Governing the Superintendent Mentoring Program.** **d. Standard 16.02 (regarding Media Services) of the Standards for Accreditation: To effectuate this waiver, it is recommended that the Applicant also consider seeking waiver of Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist").**
Concerns and Additional Questions

Responses: for Standard 21 of Application:

Waivers

KidSmart wishes to request a waiver of Ark. Code Ann. § 6-17-2203 Minimum Salary for classified employees. KidSmart will pay competitive salaries based on experience and salaries of local districts.

KidSmart requests a waiver of Ark. Code Ann. § 6-10-106 and Subtitle 2, Chapter 10, Section 6-10-
106: Uniform Dates for Beginning and End of School Year: KidSmart seeks exemption from this portion of the Education Code. KidSmart will complete 178 days of school.

***Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel*: KidSmart seeks exemption from this portion of the Education Code. KidSmart will employ all employees on an "at-will" basis. This means that employment is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, KidSmart 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.**

Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-02: Public School Principals—Qualifications and Responsibilities: KidSmart seeks exemption from this portion of the Education Code. Instead, the 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, KidSmart will ensure that its principal is appropriately qualified to lead the school.

KidSmart seeks a waiver of Ark. Code Ann. §§ 6-13-109; 6-17-427; and the ADE Rules Governing the Superintendent Mentoring Program. The school will be managed by a responsible individual with appropriate experience in public school administration,.e

KidSmart seeks waiver of Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist"). KidSmart has requested waiver of a Media program and will collaborate with the Central Arkansas Library System to provide media related services for students.

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:

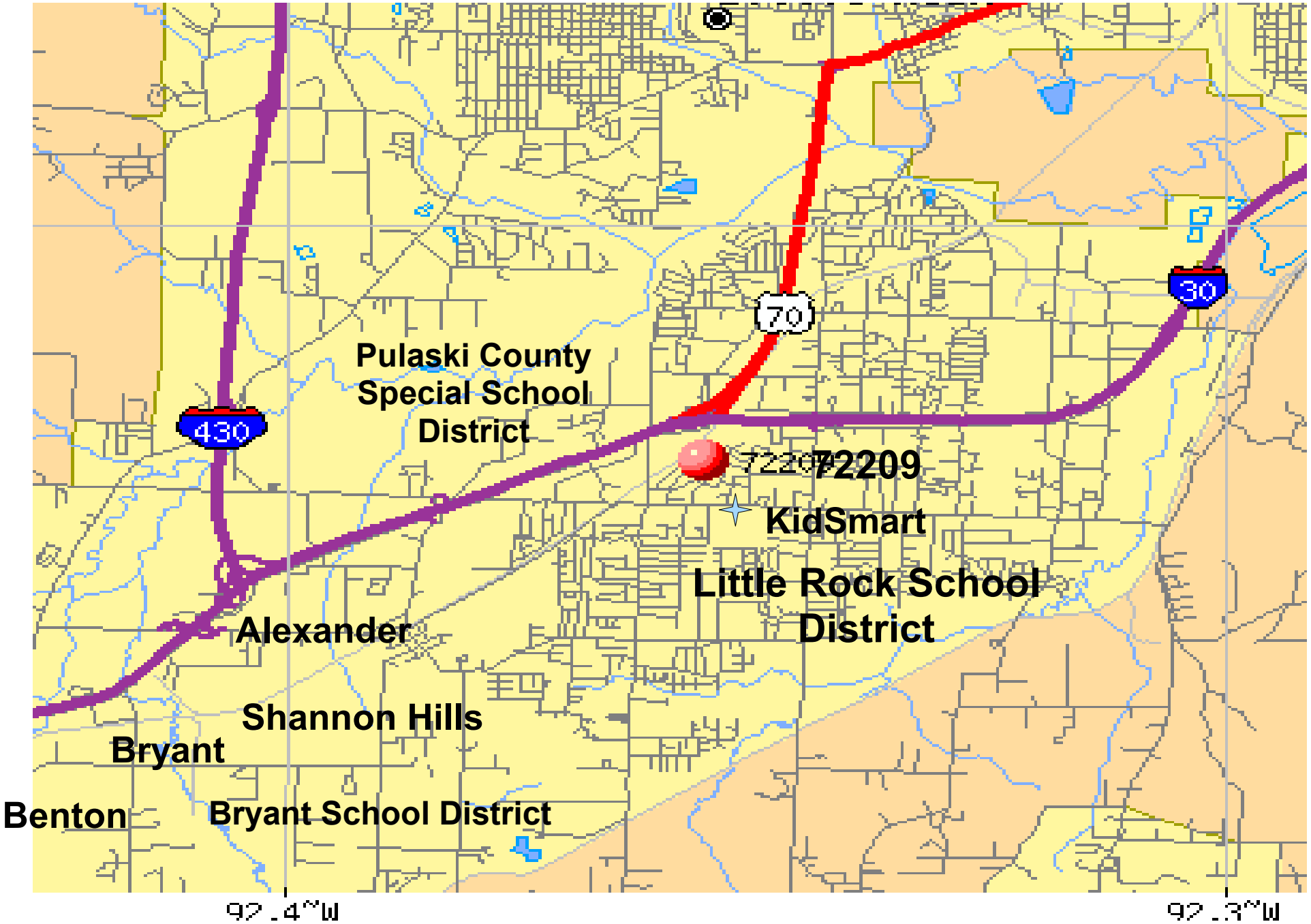
- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already 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:

ATTACHMENTS:

Provide the correct school start date on the school calendar.
Salary Schedule (does the schedule reflect teachers and administrators)



School Districts within the Vicinity of
KidSmart Cultural Arts Charter

2012-2013 Application Cycle

Application

Summary

and

Application

KidSmart Cultural Arts Charter
Little Rock, Arkansas

KIDSMART CULTURAL ARTS CHARTER

Name of the proposed charter school:	KidSmart Cultural Arts Charter
Grade level(s):	K-8
Student enrollment cap:	300
Name of the sponsoring entity:	KidSmart Educational Services
Address:	3425 Baseline Road Little Rock, AR 72209

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-15-1004	Qualified teachers in every public school classroom
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waiver
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary (classified employees)
6-17-2403	Minimum teacher compensation scale
6-18-1001 et seq.	Public School Student Services Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media services
18	Gifted and Talented Education

Waiver Requested from the following:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing the Superintendent Mentoring Program

original

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

Charter School: KidSmart Cultural Arts Charter

Date Submitted: August 31, 2012

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: **KidSmart Cultural Arts Charter**

Grade Level(s) for the School: **K-8** Student Enrollment cap: **300**

Name of Sponsoring Entity: KidSmart Educational Services

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

_____ a public institution of higher education;

_____ a private nonsectarian institution of higher education;

_____ a governmental entity; or

X an organization that is nonsectarian in its programs and operations, and is, 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). To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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: **Tiffany Pettus**

Address (no P.O. Box please): **3516 Baseline Road** City: **Little Rock** ZIP: **72209**

Daytime Phone Number: **501.612.0864** FAX: **1.800.296.6840**

E-mail: **songbirdmedia@juno.com**

Charter Site Address: **3425 Baseline Road** City: **Little Rock, Arkansas** ZIP: **72209**

Date of Proposed Opening: August 12, 2013

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP Code: _____ Daytime Telephone Number: _____

The proposed charter will be located in the **Little Rock 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Collette Chism **Position: Board Member**
State of Residence: Arkansas

Name: T. Denise Bell **Position: President**
State of Residence: Arkansas

Name: Robert Donald **Position: Vice-President**
State of Residence: Arkansas

Name: Adela Carillo **Position: Secretary**
State of Residence: Arkansas

Name: Eric Bell **Position: Treasurer**
State of Residence: Arkansas

Name: Anitthia Harris **Position: Board Member**
State of Residence: Arkansas

List the current K-12 student enrollment of the district where the proposed public charter school will be located.
Little Rock School District **25,000** (Total District Enrollment)

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

Little Rock School District
Pulaski County Special School District
Benton School District
Bryant School District

B. GENERAL DESCRIPTION

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

KidSmart Cultural Arts Charter will serve students within the Little Rock, Pulaski County, Benton and Bryant School districts in grades Kindergarten through eighth grade. KidSmart believes in providing children with a strong academic program that is marked by high standards, supports inquiry-based learning, and incorporates innovative and research-based pedagogy. Students will receive positive educational and social experiences in a structured, challenging and nurturing environment.

KidSmart Cultural Arts Charter students will explore and study the exciting worlds of dance, drama, instrumental and vocal music, musical theater, play writing, film, visual arts and technology. The cultural arts component will serve to orient students to arts experiences in culture, history, and civic participation in order to help students take independent action, have a voice, gain access to information, and make a bridge to the future.

The KidSmart Cultural Arts Charter will offer nationally and internationally recognized curriculum programs implemented through collaborative teaching and learning models. Students will benefit from resident artists, dedicated faculty members who will introduce fresh, real-life experiences into their classrooms and studio sessions.

Our learning experiences will be committed to arts education, heritage, respect for language and language diversity, and community based learning. Therefore, it is the goal of the KidSmart Cultural Arts Charter School that, to the maximum extent, our school will be committed to:

- Providing a school environment that promotes an appreciation of arts, heritage, culture and diversity, by providing an atmosphere conducive to the arts, broadening the spectrum of quality exhibits and performances available to the community, and fostering individual interactions with the arts through a wide range of satellite groups.
- Enriching lives by engaging students, parents, teachers, and the community members in providing accessibility to high quality cultural arts programming.
- Ensuring that all students in grades K-8 will have opportunities, support, curriculum, and encouragement to become proficient or above in reading and math.
- Providing experiences that will foster lifelong involvement in the arts, appreciation of diversity, and will establish links between arts and culture programs, and with related community services.

D. REQUIRED INFORMATION (55 Pages Max)

STANDARD 1 AND 2 OF APPLICATION: PUBLIC HEARING RESULTS

The Public Hearing was held on Sunday, August 26, 2012 from 4:00 p.m-4:30 p.m. at the University of Arkansas Cooperative Extension Auditorium, 2301 South University, Little Rock, Arkansas, 72204. The meeting was presided over by Tiffany Pettus. The presentation included demographics and statistics of low-performing schools in the Little Rock School District and the purpose goals, curriculum goals and outreach design of KidSmart Cultural Arts Charter. The presentation-was-followed by a question and answer session which lasted for thirty minutes. The questions included questions about the school's curriculum, program offerings, the location and uniform policy. No one spoke in opposition of the proposed school. Fliers were distributed to parents who also signed requesting more information about the school.

Documentation Related to Public Hearing

Supporting evidence collected at the hearing, including a sign-up sheet is included in Attachments (required). The notice of the public hearing was published in the Arkansas section of the Arkansas Democrat-Gazette on Saturday, August 11, Saturday, August 18 and Sunday, August 19, 2012 which was seven days prior to the meeting. See Attachment 1A for ad copy and documentation of publication dates.

A. The notice was published in 12 point font. The ad was 2" by 4".

B. Letters announcing the hearing were mailed to all superintendents from districts from which KidSmart Cultural Arts Charter may draw students, including all of the contiguous school districts within seven days of the first publication. See attachment A for receipts, certified letter confirmations and a sample letter.

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Board of Directors (Board) will be comprised of a well-balanced group of individuals drawn primarily from the local community which will include four community members and three parent representatives. The seven-member board will include a composition that is diverse and will provide a range of professional expertise and experiences that will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc. areas necessary to develop a successful charter school. Existing Board members were selected from interested individuals who have already made a commitment to volunteer their time within the non-profit organization. The Charter School will operate independently of the current non-profit board. The board sets the vision, policies, and accountability standards for the school. The officers are Chairman, Vice Chairman, Secretary and Treasurer. The Board of Directors is responsible for the legal and financial obligations of the school and establishes policy consistent with the school's mission and ensures the school's programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The Parent Representatives to the Board are elected in the spring by the parent body of currently enrolled students. One vote is cast for each family enrolled. Three year terms are staggered to maintain continuity. The Board will appoint the community members.

Board of Directors Roles and Responsibilities

The Board will concern itself first and foremost with pupil achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each student and stakeholder. The Board will involve teachers, parents, and students in the governance, operations, and planning procedures of KidSmart Cultural Arts Academy. 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 while upholding the charter school mission.

The Board of Directors will have the following general powers and duties, which must be carried out in accordance with the charter:

- Ensure adherence to the school's charter and policies
- Supervise and evaluate the principal and administer disciplinary action where necessary
- Supervision and oversight of the principal in performance of his/her respective duties and obligations;
- The Board will meet with the principal regularly and often in order to monitor progress in achieving school's policies and goals.
- Management of the financial and procurement affairs of the Charter School
- Establishment of overall policies
- Approval of the annual budget of anticipated income and expenditures, and preparation of the annual financial audit report;
- Filing of an annual progress report which will document progress towards achieving the goals outlined in the charter;
- Maintenance of written records of attendance and minutes of its meetings.

The Board of Directors will oversee the following ad hoc committees which will solicit the involvement of administrators, faculty, parents and community members The committees will have the following governance power and duties:

- Strategic Oversight: Through the charter application, the Board adopts and upholds the mission and vision for the school.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition. The ultimate responsibility for the financial viability of the organization rests with the board, which reviews and approves the annual budget, reviews periodic financial reports, and approves major expenditures, leases and loans. Many board members contribute financially to the non-profit and actively participate in fund development activities.
- Personnel: The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- Contracts: The Board approves all major contracts.
- Consultant Support: Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.
- Board members provide public support by attending special events and advocating on behalf of the organization in the community.
- Board Succession Planning: Every board member will be responsible for evaluating its composition to ensure a well-rounded set of competencies exists. When term limits approach, board members will develop lists of potential new members and assess their qualifications and competencies. The board also participates in orientation of new board members and periodic evaluations of all board members.

The Principal will manage student disciplinary concerns and will be accountable to the board of directors for his/her performance and overall management of the day to day activities of the school and alignment with the school's charter. The principal will also be responsible for the development of overall school policies, including hiring and firing of staff by making recommendations to the board. The principal will work with parents when disciplinary issues arise, when students are not succeeding academically and when parents have concerns. Parents, employees and students will have the right to appeal disciplinary decisions made by the principal to the Board of Directors who will render the final decision.

The principal and Charter School Board will collaborate as required by Education Code 51101(b) to jointly develop with parents a policy on parent rights and responsibilities. This collaboration will promote a shared responsibility among parents, school staff and students for the intellectual, physical, emotional and social development and well-being of students.

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The KidSmart Philosophy and Achieving Our Mission

We hold true to our motto, "Building Minds, Building Futures." KidSmart was founded on the premise that every child can develop the characteristics and abilities to overcome economic hardship and achieve success.

Our vision is that the KidSmart Cultural Arts Charter will:

- Utilize an interdisciplinary, cultural, arts-infused approach interwoven into literacy and mathematics to enrich learning
- Promote self-development, healthy lifestyles, social change, educational success and economic empowerment
- Promote arts and culture through public and educational programming in six disciplines: Dance, Literature, Media Arts, Theater Arts, Visual Arts and Music
- Transition 100% of students enrolled in our charter school into secondary school performing at proficiency or above proficiency in reading and math
- Make efforts to ensure that all students will reach high academic standards; at a minimum, attaining proficiency or better in reading/language arts and mathematics
- Incorporate research-based teaching strategies to ensure that all students enrolled in the charter school will be reading proficiently by the fifth grade
- Institute proven methodologies and curriculum support to help raise student scores

In achieving our mission to ensure the strong and positive development of students, we will actively involve teachers, parents, and the community.

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

KidSmart Cultural Arts Charter will serve students within the Little Rock, Pulaski County, Benton and Bryant School districts in grades Kindergarten through eighth grade. KidSmart believes in providing children with a strong academic program that is marked by high standards, supports inquiry-based learning, and incorporates innovative research-based pedagogy. Students will receive positive educational and social experience in a structured, challenging and nurturing environment. The KidSmart Cultural Arts Charter will open serving grades Kindergarten through third. Initial enrollment will be 170 students and in its fifth year will expand to include grades Kindergarten through eighth grades.

Cultural Arts experiences should be accessible to all students, not only privileged children. KidSmart Cultural Arts Charter students will explore and study the exciting worlds of dance, drama, instrumental and vocal music, musical theater, play writing, film, visual arts and technology. The cultural arts component will serve to orient students to arts experiences in culture, history, and civic participation in order to help students take independent action, have a voice, gain access to information, and make a bridge to the future.

The KidSmart Cultural Arts Charter will offer nationally and internationally recognized curriculum programs implemented through collaborative teaching and learning models. Students will reap many rewards that come from resident artists, dedicated faculty members who will introduce fresh, real-life experiences into their classrooms and studio sessions.

Our learning experiences will be committed to arts education, heritage, respect for language and language diversity, and community based learning. Therefore, it is the goal of the KidSmart Cultural Arts Charter School that, to the maximum extent our school will be committed to:

- Improving student learning and increasing learning opportunities for children
- Providing a school environment that promotes an appreciation of arts, heritage, culture and diversity, by providing an atmosphere conducive to the arts, broadening the spectrum of quality exhibits and performances available to the community, and fostering individual interactions with the arts through a wide range of satellite groups
- Providing experiences that will foster lifelong involvement in the arts and appreciation of diversity and will establish linkages between arts and culture programs, and with related community services

Through a cultural arts-learning approach, we aim to make a tremendous impact on the developmental growth of every child and help level the "learning field" across socioeconomic boundaries. KidSmart Cultural Arts Charter will engage students by infusing the cultural arts into all areas of the curriculum and by building a strong school environment supported with parental and community support. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connect to their own lives, and when they feel emotionally and physically safe to take risks and learn.

The KidSmart Cultural Arts Charter school will aim to be an asset to the Southwest Little Rock area, the community in which the Charter School is located. The Arts and Cultural Districts are currently centralized in the downtown area. The Southwest Little Rock community lacks arts and culture programming and would greatly benefit from community access to cultural arts programs and exposure to cross cultural curriculum for at-risk youth. The Southwest Little Rock area is greatly under served in the arts and cultural programming.

There are currently schools within the Little Rock School District with arts and cultural themes as their main focus, however the waiting lists for these school reveal that the district cannot accommodate all of the students. These actions deny students critical learning opportunities and impoverish their education. Cultural arts school designs are necessary to accommodate these students and provide at-risk and low income students with accessibility to such cultural experiences that their more affluent counterparts have the opportunity to take advantage of. Studies have shown that learning through the arts appears to have significant effects on learning in other disciplines, with "students consistently involved in theater and music showing higher levels of success in math and reading. [1]

The Importance of Arts in Education

In addition to creating memorable, enriching experiences for children, arts education plays a central role in cognitive, motor, language, and social development. Research has shown that the arts can play a crucial role in improving students' abilities to learn, drawing on a range of intelligences and learning styles.[2] Arts-infused educational programs also yield the following outcomes:

- Strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success
- Develops a sense of craftsmanship, quality task performance, and goal-setting—skills needed to succeed in the classroom and beyond
- Teaches children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish
- Nurtures important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions

The Arts and Reaching At-Risk Youth

Research has shown that Arts education has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in after school and summer arts programs targeted toward delinquency prevention.[3] Arts education in schools increases test scores across every subject

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1 President's Committee on the Arts and the Humanities. (1996) *Coming up taller: Arts and humanities programs for children and youth at risk.* Washington, DC.

2 *Eloquent Evidence: Arts at the Core of Learning,* President's Committee on the Arts and Humanities, talking about Howard Gardener's *Theory of Multiple Intelligences*, 1995)

3 *Why Arts Education is Crucial and Who's Doing It Best?.* Smith, Fran. The George Lucas Educational Foundation

area, lowers drop out rates and helps close the achievement gap regardless of socioeconomic status.

The Need for Innovative Programs for Students

As an educational services organization, KidSmart Educational Services serves students from the Little Rock School District within the After School Arts and Tutorial Program. All of the students are classified as Free and Reduced based on income information submitted and have shown deficiencies in reading, mathematics and writing skills through various activities presented in the program. The students within our program attend the following elementary schools:

Watson Elementary

Watson Elementary did not meet standards for Mathematics during the 2011 school year.

Literacy

Grade Level	Below Basic	Basic
Third-grade	19.50%	32.80%
Fourth	43.60%	40.40%
Fifth	9.00%	41.10%

Mathematics

Grade Level	Below Basic	Basic
Third-grade	32.80%	28.60%
Fourth	31.60%	31.30%
Fifth	23.40%	34.90%

Wakefield Elementary

Literacy

Grade Level	Below Basic	Basic
Third-grade	34.60%	32.80%
Fourth Grade	41.20%	40.40%
Fifth Grade	9.00%	31.90%

Mathematics

Grade Level	Below Basic	Basic
Third-grade	28.60%	33.30%
Fourth	37.60%	31.30%
Fifth Grade	21.30%	31.90%

Baseline Elementary

Baseline Elementary did not meet standards for Literacy during the 2011 school year and is currently in year four of school improvement.

Literacy

Grade Level	Below Basic	Basic
Third Grade	36.80%	33.70%
Fourth	25.00%	40.40%
Fifth Grade	40.60%	41.60%

Mathematics

Grade Level	Below Basic	Basic
Third-Grade	5.00%	44.70%
Fourth	25.00%	31.30%
Fifth Grade	12.50%	34.90%

Mabelvale Elementary

Literacy

Grade Level	Below Basic	Basic
Third Grade	19.40%	30.60%
Fourth Grade	2.30%	32.60%
Fifth Grade	9.00%	50.00%

Mathematics

Grade Level	Below Basic	Basic
Third Grade	8.30%	45.80%
Fourth Grade	16.30%	14.00%
Fifth Grade	21.30%	34.90%

These numbers indicate that students need stronger encouragement and motivation for Literacy and Math. Educational statistics clearly depict that there is a great need for a charter school that offers rigorous, innovative programs for low-achieving students.

Language Instruction in Education

It is our goal to provide all students with opportunities to acquire fluency in a second language. It is a fundamental truth that cultures define themselves through languages. Foreign language programs give students access to other cultures. Foreign language acquisition opens up whole new dimensions positively effecting intellectual growth and enriching and enhancing mental development. Learning a foreign language is especially effective for students grades K-5 when language development is early. It greatly benefits reading and writing in the native language; challenging students to relate similarities in English to the target language.

In a globalized world characterized by international links and intercultural connections, linguistic skills are crucial for employment and career. The knowledge of foreign languages increases job opportunities in many careers where knowing a second language is a real asset. Studying a non-native language gives students the tools to appreciate other cultures. It enables students to recognize how languages work and to gain a more thoughtful understanding of their native language: by pursuing a second language, students learn how to use their first language with greater precision and purpose. In addition, knowledge of a second language serves students well in the interconnected world. A second language opens the door to job opportunities in the global economy and makes more media accessible.

KidSmart Educational Services is prepared to consult with colleges and universities on strategies to strengthen the language programs.

Experiencing Technology in the Classroom

Shifts in technology over recent years have changed the ways we communicate on a daily basis. KidSmart Cultural Arts Charter will incorporate appropriate technology to provides rich and varied experiences to students. A study conducted by an educational organization suggests that interaction with technology for students in the early years of life is better, as children have an inherent ability to understand and grasp things faster. Moreover, reading, writing, analytical and visual skills of children have been found to improve after they've been trained in technology.[4] KidSmart will utilize interactive video lectures, PowerPoint presentations and multimedia to help students develop a better understanding of various subjects. Computers offer an interactive audio-visual medium. PowerPoint presentations and animation software will be used to present information in an interactive way. Teachers will incorporate these teaching aids in an effort to improve students' attendance, increase concentration levels and enrich the overall learning experience.

4 Innosight Institute, [illegible] 2011.

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

KidSmart Cultural Arts Charter will provide the foundational skills to enhance each student's ability to both access and succeed in secondary school, institutions of higher education and beyond. Students who are behind in Core subject areas will find the opportunity and necessary assistance to complete elementary school in a supportive, collaborative environment. Students will have access to a motivating, integrated core academic program that is mastery-based rather than seat-time dependent. It will provide incentives for students to build their skill sets, reach their potential, and achieve their goals. Additionally, students will demonstrate mission accomplishment as KidSmart will use numerous resources and data frequently to evaluate the accomplishment of its mission. KidSmart Cultural Arts Charter School will provide an integrated classical education for Kindergarten though the eighth grade for students from all backgrounds. Using a variety of research-based instructional, assessment, and evaluation strategies, teachers will provide numerous opportunities for students to develop the skills and knowledge. Through rigorous academic inquiry and collaborative small-group instruction we aim to:

- Utilize artistic discipline as an alternative gateway to powerful literacy and academic excellence in all subjects;
- Develop an integrated arts, sciences, mathematics and humanities curriculum that is diversely accessible and engages both teachers and students in a process of ongoing intellectual inquiry; and
- Create an organizationally supportive learning environment that prepares students to recognize options and make informed choices concerning art and ideas, self and others, college and career, and the daily creation of a fulfilling and effective life

Length of School Day and Year

We are proposing to open as an open enrollment charter serving Kindergarten through third grade the first year, adding an additional grade each year until we are able to enroll eighth grade students. The enrollment cap is 300 students. The KidSmart Cultural Arts Charter School will operate an extended day with a thirty minute lunch. The longer school day is supported by President Obama's educational plan (Bass,J., 2009). The increased daily instructional time allows students the opportunity to explore concepts deeper, strengthening life-long learning experiences and have more access to cultural arts experiences. KidSmart will offer enrichment activities over the breaks.

Proposed instructional Hours: 8:00 a.m.-3:30 p.m.
Proposed Length of School Year: 178 Days
The school year will begin in August 12, 2013.

The educational programs at KidSmart Cultural Arts Charter will provide youth with opportunities to explore the arts and develop skills they can use to express themselves in all aspects of their lives now, and as they chart a course for their future. Studies have shown that art education, as an extension of the classroom and an academic resource, increases learning by

enhancing math, reading and writing skills.[5] Arts education, expressed in various forms and disciplines, stimulates intelligence in our youth during the school year, and throughout their summer hiatus. It is our vision that youth who take part in our programs:

- Achieve higher educational and personal aspirations through activities that reach beyond the classroom and
- Identify and develop personal values and character building assets, increasing their effectiveness, resiliency, and academic performance.

They will be encouraged to set standards and try new and exciting things. Youth will be able to reduce at-risk behavior by keeping busy and developing skills to make good decisions. They will be able to explore several performing arts disciplines and develop skills through multiple learning concepts. Past arts projects within the organization have yielded phenomenal results exposing students to various genres of music, instilling discipline, teaching time management and organization skills and building self-esteem.

Cultural Arts Learning Experience

Reading activities will expose students to materials that reflect the diversity of American and world cultures, including those of Aboriginal peoples. Students will be presented with the opportunity to immerse themselves in the excitement of the arts. They will explore the world through music, drama, multimedia, visual and performing arts. Each student will participate in these areas of the arts during the week, offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts taught by arts instructors who continue as professional practicing artists in the community.

Foreign Language Programs

As a charter school with a cultural arts focus, we will prepare students to meet the challenges of an interdependent world community by enabling them to recognize the importance of learning foreign languages and engaging other culture and heritage experiences Exposure to foreign language study will begin at Kindergarten levels. The foreign language courses will emphasize oral communication while also building proficiency in reading and writing. Students receive instruction in the target language and begin to develop communication competencies beginning in the earliest stages of study. The goal is to build listening and reading comprehension (interpretive communication) and speaking and writing (interpersonal and presentational communication) competencies while targeting high proficiency expectations and cultural competencies. Through language acquisition programs, it is our goal that students will gain a deeper understanding of human behavior, motivation, diversity, culture, and history. to see that language skills are lifelong learning skills that will enable them to better understand themselves and others. In Arkansas, foreign languages are included in the standards for accreditation. Federal education policy now assigns foreign language to the core curriculum.

5 Remer, J. (1982). *Changing schools through the arts.* New York: McGraw-Hill

Technology

The communication landscape of America has been forever altered by technology, changing the way that students read, write and convey messages. KidSmart Cultural Arts Charter is committed to advancing technology skills for all learners. We will adopt curriculum which provides students with access to rich, rigorous technology supplements that address skills in reading, writing, speaking, and listening, as well as 21st-century skills in research and media. Computers will be used to individualize education for students. Students will pace themselves through drills, simulations and games. This will be used to enhance regular classroom-taught skills. Technology will also used as a teaching tool for teachers. Technology training will be provided to teachers through staff development. Teachers will facilitate learning by addressing different learning styles through the use of multimedia instructional tools Teachers will have access to laptops 24 hours a day. Parents, students and faculty will be able to benefit from technology use constantly. Communication through computers will allow parents and faculty to exchange ideas and information instantaneously. Our school will offer an online database which keeps the school community informed of everything from grades to meetings. The school will offer online drills and homework for all classes. Students will take tests, do drills, at their own pace. The feedback will be sent to the teacher and parent immediately. As we expand our technology, we will employ a technologist specialist who will educate the students, administration and faculty on effective ways of integrating technology into education. T his person will be responsible for laying out a technology infrastructure plan for technology use across the curriculum.

In an effort to reinforce mastery of curriculum frameworks through the use of technology, All students will have access to fully integrated industry-standard software and technology. For example, students will learn the full range of language arts standards as they simultaneously acquire technology skills in Microsoft Office. While learning standards-based mathematics, students will simultaneously work on in-class assignments using software, online calculators and Excel spreadsheet. Kindergarten students will be able to "color" by numbers using Microsoft Paint applications. Scanners, laser printers, digital and video cameras, and video editing and other multimedia equipment will support student learning throughout and enable teachers to document student learning outcomes for each student's academic portfolio.

Reading and Literacy

We will use the Scott Foresman Reading Street Common Core 2013 Curriculum. The curriculum is aligned to the Common Core State Standards and delivers scientifically, research-based instruction and a wealth of groundbreaking, online experiences for high student engagement. Reading Street Common Core 2013 curriculum is supplemented by the *My Teaching Library* and Reading Street online curriculum. Reading Street Common Core 2013 is an interactive online web experience that allows students to read books in Spanish and English, play arcade games to learn vocabulary and spelling words. *My Teaching Library* has strong core emphasis on ongoing progress-monitoring and an explicit plan for managing small groups of students. Reading Street Common Core 2013 provides quality literature to give all students a

base in phonics and the opportunity to read a wide variety of texts. Students are encouraged to read a wide range of literature and to write for a variety of audiences and purposes, preparing them to participate fully in a global community. In addition to providing unique, varied reading experiences, Reading Street Common Core 2013 provides a wide range of formative and summative assessments to track student progress.

Mathematics

We will use Envision Math Common Core as our core Math curriculum. Envision Math Common Core presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. The curriculum provides the same strong development of conceptual understanding through daily problem-based, interactive learning and step-by-step visual learning, bar diagrams and solid and effective intervention. Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. Envision Math Common Core is a math curriculum that is distinguished by the repetitive nature of instruction, known as spiraling. Teachers revisit topics several times, and students practice concepts throughout the year in different lessons. Therefore, teaching mathematical skills in a manner that ensures that students will learn small pieces in an order that makes sense can help ensure that students master those skills over the course of a school year. Several studies confirm the efficiency of the program itself. Envision Math has demonstrated these results on the Stanford Diagnostic, the Metropolitan Achievement Test, and the International Test of Basic Skills. Envision Math Common Core provides in-depth coverage of the Common Core State Standards. The curriculum provides the same strong development of conceptual understanding through daily problem-based, interactive learning and step-by-step visual learning, bar diagrams and solid and effective intervention.

Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. Mathematics instruction in Kindergarten through third grade will give all students the opportunity to develop the foundation in the language and basic concepts of math. Concepts and skills will be addressed throughout all grade levels. Each grade level will build on and extend conceptual understanding so that children will approach each new challenge from a firmly established foundation.

Science

Science: Science instruction at KidSmart will have a strong basis in exploration, and mastery of specific concepts. Using texts and technology-rich visual aides, students will learn both principles directly and deduce them from experimental data. They will receive a strong background in the concepts that scientists have discovered over the years, and they will work as scientists to recreate some of these discoveries. All students will use the Interactive Science Curriculum. The Interactive Science curriculum allows students to write, draw, graph and self-assess in "write-in" books to record observations. Interactive Science also encourages the use of all senses to make observations. A wealth of different types of hands-on activities is found throughout the edition featuring four levels of inquiry: Activity Before Content, Directed, Guided

and Open-Ended. Students master science concepts with the building blocks of inquiry. This innovative curriculum includes cross curricular units in music, songs about science, coloring pages (K-2) and Readers Theater(K-2). Interactive Science utilizes interactive, visual, and differentiated learning strategies to address the needs of all learners. Hands-on activities are incorporated for all learners featuring a wide-variety of directed and open ended inquiry labs. The write-in students' edition features engaging visuals that front-load vocabulary and that relate directly to the content serving as important visual cues.

Social Studies

KidSmart will utilize Pearson's My World Social Studies curriculum. The curriculum is aligned with the Common Core Curriculum and engages students and assists them in making personal connections to historical figures and eras. Students will embark on a journey through time without leaving the classroom. With innovative online resources, project-based activities, and unprecedented support for all learners, all students will go beyond the printed page and actively experience the history and culture of the world in which they live. My World Social Studies utilizes storytelling to bring Social Studies content to life. An interactive digital resource supplements the curriculum, making Social Studies personal for every student.

Mastery-Based Progress Reporting

KidSmart students will learn and achieve within a Mastery Based learning environment. Within a Mastery-based environment, the achievement of any one student is unrelated to the achievement of that same goal by other students. This concept (Anderson; Pavan, 1993) is a form of self-pacing in learning. In Mastery learning, students are expected to master a set of concepts and are allowed to move at their own pace until they demonstrate mastery on the on-going concept or learning unit. If certain students master the material in two days and others in two weeks, they obtain the same goal with a freedom to learn at their own rates. The Mastery Learning Approach takes into account that students are not simply fast, medium or slow processors of information; they also have varying levels of energy, assertiveness, sociability and patience. As teachers become proficient at recognizing and designing curriculum tasks that mesh with students' leaning and achievement needs, they (teachers) will turn their attention to students' personalities, learning styles and preferences.

The environment commits to the needs of the individual rather than the grouping. Instruction itself is learner-centered. The teacher in this model will act as a helper and facilitator, one who provides the setting, the materials and the personal counsel necessary for guiding the student as he or she becomes involved in the processes of learning. We will monitor student progress periodically. Curriculum Director and instructors will compile mastery lists based on Core Curriculum Standards and assessments. The assessment programs outlined in the educational program will be used to determine the rate students are mastering State Curriculum Framework and Common Core standards. This information will be reported on progress reports in an effort to keep parents and stakeholders up to date on student progress. In order to comply with Arkansas Code Annotated Section 6-15-903, we will send reports to parents quarterly (every nine weeks)

indicating students' check list of mastery of Arkansas curriculum Framework objectives in addition to traditional grade reporting and grading scales. Teachers will be required to maintain student portfolios with work samples to support documentation that frameworks skills have been mastered. Parents will also be provided with a copy of student progress reports during parent-teacher conferences as well as access to student progress online using a password-protected web application. The application allows teachers to grade, students to see, review, react and parents to be immediately kept up to date in real time. A parent can log in and configure to receive email notifications in the event of any assessment of their choosing. As well as any time they log in, they see everything their child sees regarding their assignments and progress. The mastery-based reporting process will also provide more information to parents regarding whether or not the student is meeting adequate yearly progress. Traditionally, students receive "As" in subjects on report cards, but there is no explanation as to whether or not that student is mastering Arkansas Curriculum Framework Objectives and Common Core State Standards. If testing reveals that students are not mastering certain Benchmarks, teachers will be required to revisit and reteach skills to address deficiencies in small group and one-on-one settings. Student progress reports will also include feedback and strategies for parents to assist students with meeting educational objectives.

Instructional Strategies Utilized Within The Program

First of all, the learning experiences will be active. Students will be active participants as opposed to passive participants in the learning experience within the classroom where only the teacher is talking. A combination of both teacher-directed and experiential techniques will be used according to the student's individual learning profile.

Individualized instruction will be one of the most important instructional strategies of, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs. By using a multi-sensory approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In order to maximize the learning experiences, teachers plan lessons that will enable students to make connections between what they know and the new information presented to them. Students' background and interests will be utilized to help the teacher use applicable examples in lessons as the need arises. To meet all students' learning needs, teachers will differentiate instruction and access additional resources as necessary.

Staff will also utilize scaffolding and sheltered instruction through the use of visuals, providing students with comprehensible input, developing content language vocabulary, accessing students' background knowledge, and providing opportunities for students to interact with one another in the context of meaningful content to address literacy needs. In order to reinforce literacy skills, we will include a combination of teaching techniques such as systematic and explicit reading

instruction with consistent feedback, guided reading, teaching learning strategies, and free reading. These techniques will be supplemented with appropriate technology and media. Teachers will enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities. Various sources of literature will be used to inspire learning and literacy. We will search for text that is at an appropriate reading level, while equivalent in content.

Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect, support, excellence and achievement. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following strategies are examples of teaching methods that will be utilized by the instructional staff throughout the year to foster school culture:

- Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the student achievement that will take place in the program, so it will become a natural part of instructional opportunities as well.

- Goal-setting: Teachers will be expected to write long-term and short-term goals for student achievement needs. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Assessments

KidSmart will collect data on students learning monthly and evaluate the results in the department and staff meetings. Each teacher and administrator will go through intense training of assessment and instructional tools. Parents will have daily online access to some of the assessment data through "Home Connect." Every quarter, teachers will invite parents to parent-teacher conferences to share the test results. KidSmart will utilize STAR or other state-approved assessments to measure progress. KidSmart will participate in all state mandated assessments.

Assessment Schedule

Grade Level	Tests and Assessments	Starting From	Frequency
Kindergarten	Star Early Literacy	First Week	Monthly
	STAR Reading	Second Quarter	Quarterly
	Accelerated Reader	Second Quarter	Quarterly
First-Third Grades	STAR Early Literacy	First Week	Quarterly
	STAR Reading	First Week	Quarterly
	STAR Math	First Week	Quarterly
	Accelerated	First Week	Quarterly

	Math Assignments		
	Accelerated Reader	First Week	Quarterly
	STAR Math	First Week	Quarterly
Fourth and Fifth Grade	STAR Reading	First Week	Quarterly
	Accelerated Reader	Second Week	Quarterly
	Accelerated Math Assignments	Second Week	Quarterly
Sixth-Eighth Grade	STAR Reading	First Week	Quarterly
	Accelerated Reader	Second Week	Quarterly
	Accelerated Math Assignments	Second Week	Quarterly

Assignments

If students struggle in reading assignments and score low on Reading tests, they will take STAR Early Literacy or other approved assessments as needed. STAR Early Literacy, STAR Reading and STAR Math tests are 15-20 minute tests that are taken on computers. As soon as the test is over, results are available to teachers and school administrators. Many different reports can be generated online to monitor the implementation processes

Professional Development

Professional development will be necessary to educate all teachers in how to collaborate, develop the design, thinking, understanding, and how to implement effective strategies. The curriculum, scope and sequence will be ready before teacher orientation which will be held two weeks before the first day of the school year. All teachers, administrators and staff will participate in a mandatory two-day retreat in order to get to know each other. After this two-day team forming retreat. The School's mission, vision, educational philosophy and approach will be explained by the principal. KidSmart will require a minimum of 80 professional development hours. In addition to the 80 hours of professional development, ongoing opportunities for professional development will take place throughout the school year in the following ways:

- Ongoing professional development activities to enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value;
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services;

- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services; and
- On site professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.

In addition, the utilization of technology and the internet will offer unlimited resources for the instructional staff. Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen individual professional development plans and the school's educational plan.

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT

Academic Goal 1: Students will become proficient in Literacy

Objective 1: 80% of KidSmart Cultural Arts Charter students will show proficiency in critical literacy skills in their native language, as measured by STAR or other Arkansas Department of Education approved assessments, in the areas of accuracy, fluency, and comprehension, by showing improvement on a monthly and quarterly basis.

Objective 2: KidSmart Cultural Arts Charter students will show proficiency in reading skills in English, as measured on an Arkansas Department of Education approved assessment in literacy, by meeting or exceeding AMO requirements.

Percentages were compiled based on average 2011 Literacy and Math scores of students enrolled at Baseline Elementary.

KidSmart Cultural Arts Charter will exceed the academic growth of Baseline Elementary each year posting a 3% gain.

Academic Year	Percentage of Students Proficient in Reading
2013-2014	34.16%
2015	37.16%
2016	40.16%
2017	43.16%

Objective 3: KidSmart Cultural Arts Charter students will show proficiency in writing skills in English, as measured on an Arkansas Department of Education approved assessment in literacy, by meeting or exceeding AMO requirements.

Academic Year	Percentage of Students Proficient in Writing
2013-2014	26.70%
2015	29.70%
2016	32.70%
2017	35.70%

Objective 4: 80% of KidSmart Cultural Arts Charter students will show proficiency in critical reading skills, as measured by Curriculum-Based Measurement, by performing with reading grades of 75% or better.

Academic Goal 2: Students will become proficient in mathematics.

Objective 1: KidSmart Cultural Arts Charter students will show proficiency in critical mathematics skills, as measured on an Arkansas Department of Education approved assessment in mathematics by meeting or exceeding AMO requirements.

Academic Year	Percentage of Students Proficient in Math
2013-2014	34.60%
2015	37.60%
2016	40.60%
2017	43.60%

Objective 2: 80% of KidSmart Cultural Arts Charter School students will show proficiency in critical mathematics skills, as measured by Curriculum-based testing monitored annually.

Academic Goal 3: Students will become proficient in social studies and multicultural understanding.

Objective 1: 95% of KidSmart Bilingual Education Charter School students will demonstrate multi-cultural awareness, as measured by portfolio assessment of multi-cultural activities.

Objective 2: 95% of KidSmart Cultural Arts Charter students will participate in Arkansas Department of Education approved assessment.

Academic Goal 4: KidSmart Cultural Arts Charter will show a narrowing of the achievement gap.

Objective 1: Aggregated Arkansas Benchmark Exams test scores or other Arkansas Department of Education approved assessment for KidSmart Cultural Arts Charter School students will show an increase in the passing rate, according to the following annual passing rates.

Academic year	Percent of students proficient in reading and writing	Percent of students proficient in mathematics
2013-2014	26.70%	34.60%
2014	28.70%	36.60%
2015	30.70%	38.60%
2016	32.70%	40.60%
2017	34.70%	43.60%

Objective 2: Disaggregated test scores by sub-group for KidSmart Cultural Arts Charter School students will show an increase in the passing rate, as measured by the Aggregated Arkansas Benchmark Exam Assessment, or other Arkansas Department of Education approved assessment according to the following annual passing rates for all sub-groups (racial/ethnic groups, students with disabilities,etc.)

Academic year	Percent of students proficient in reading and writing	Percent of students proficient in mathematics
2013-2014	35.70%	28.60%
2014	38.70%	31.60%
2015	41.70%	34.60%
2016	44.00%	37.60%
2017	47.00%	40.60%

B. Measurable non-academic goals and objectives

Non-academic Goal 1: Students will be highly engaged in their learning, as reflected by their attendance.

Objective 1: Overall student attendance will meet or exceed 90%, as measured by daily attendance averages.

Non-academic Goal 2: Parents will participate in planning and implementing programs at KidSmart Cultural Arts Charter.

Objective 1: 75% of KidSmart Cultural Arts Charter parents will volunteer eight hours annually in school activities and functions, as measured by parent volunteer logs.

Objective 2: 90% of KidSmart Cultural Arts Charter parents will rate the school as "open to parent involvement", as measured by the parent end-of-the-year survey.

Non-academic Goal 3: The governance structure at KidSmart Cultural Arts Charter will enable a rigorous, holistic, engaging curriculum while ensuring a balanced budget.

Objective 1: The budget at KidSmart Cultural Arts Charter will be balanced and meet the needs of the school programming, as aligned to the school mission, 100% of the time, as measured by the annual budget review.

Objective 2: 90% of KidSmart Cultural Arts Charter teachers will rate the curriculum as appropriate to the school mission, curriculum mapping goals as measured by the end-of-the-year teacher surveys.

Non-academic Goal 4: The staff at KidSmart Cultural Arts Charter will use effective pedagogy and guided interventions to ensure that the students are active learners.

Objective 1: 100% of KidSmart Cultural Arts Charter instructional staff will participate in professional development in the area of effective teaching strategies.

Objective 2: 100% of KidSmart Cultural Arts Charter instructional staff will participate in professional development in the area of effective special education strategies and behavioral interventions.

Objective 4: 95% of KidSmart Cultural Arts Charter teachers will score satisfactory, as measured by the Annual Employee Evaluation Form.

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

KidSmart Cultural Arts Charter will utilize the Common Core Standards to plan and execute lessons. The Curriculum Director will work closely with instructors to ensure that lesson plans align with state and Common Core standards.

KidSmart Cultural Arts Charter is confident that the curriculum is aligned with and embeds the Common Core Curriculum Frameworks. The curriculum will provide a special emphasis on those standards related to literacy and mathematics.

The alignment process to the Frameworks will link grade level mastery objectives to standards so that as students master specific course objectives, they are mastering Common Core Curriculum standards. The steps in the alignment process are as follows:

- The administration will collaborate to ensure that curriculum reflects both the content and cognitive demand of the standards
- Teachers and administrators will communicate to prioritize those standards shown by test scores to be in greatest need
- The instructional program, including day-to-day instruction in every classroom; professional development for the academic staff; the purchase of classroom materials and equipment will be guided towards Common Core content standards.

Ongoing professional development and coaching by the Curriculum Director will be used to support teachers in the implementation of the frameworks and education program.

The entire scope of the Common Core State Standards will be taught using multiple strategies and learning aids for teachers and students to follow. We will require curriculum for each content area and grade level that is consistent with the content standards. In summary, the curriculum alignment and instructional methods will be based on currently recognized "best practices" for learning. Throughout, teachers and staff will facilitate, guide, and coach students:

- Through active participation in thoughtfully organized learning experiences and lesson plans that meet Common Core educational objectives
- With curricula that are interrelated and embedded in learning technology, students will have daily access to both classroom instruction with in-person teachers in all content areas, and also an e Learning environment. Refer to Kindergarten Common Core Curriculum Map in the Attachments.

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The proposed KidSmart Cultural Arts Charter will be located in Southwest Little Rock, Southwest Little Rock is bordered by Baseline Road, Geyer Springs Road and expands to South University. As an open enrollment charter school we expect most students to come from The Little Rock School District and Pulaski County Special School District. A main highway, Interstate 30, crosses through Southwest Little Rock. As a result, we could potentially draw students from the contiguous school districts, Benton School District and Bryant School District.

We expect the majority of students to enroll from the Southwest Little Rock area where the proposed charter school will be located. Granted that the enrollment cap is met the during the first year in operation, we estimate that 255 (85%) of the student base will transfer from the district in which the Charter School will be located which is the Little Rock School District. The charter could potentially draw students from the East End community, ten miles from the proposed charter school site and located within the Pulaski County Special School District 10% (30) of Charter's enrollment and 5% of charter student base drawn from Saline County, Bryant and Benton School Districts.

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

KidSmart Cultural Arts Charter will ensure compliance with annual report requirements as stated in the Standards for Accreditation, Section II, Goals and Administration of Arkansas Public Schools and School Districts. School staff will develop, with appropriate community involvement, a comprehensive report describing the school accomplishments with respect to: student academic performance objectives, program goals, state benchmark assessments, and a School Improvement Plan. This will be done in accordance with Department guidelines. There will also be an annual curricular review to ensure alignment with state standards. Parents will also be apprised of the Annual progress of the school in parent conferences. The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the Arkansas Democrat-Gazette (or other appropriate news media). The report will also be available to the public through the school website which is accessible to students, parents and the community. The website will also include program updates and highlights of student achievement. KidSmart will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather community and stakeholder feedback. This meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements of Arkansas public schools for reporting to parents/guardians, the community and the State Board of Education. KidSmart Cultural Arts Charter will ensure that its program is fully accountable to stakeholders in a variety of ways.

STANDARD 11 OF APPLICATION: Enrollment Criteria and Selection Process

In accordance with federal laws, no student will be denied admission based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti- discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated under the terms of the charter, KidSmart will use a random anonymous student selection method. This method will be a lottery conducted by one or more of the Directors. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall immediately be placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

STANDARD 12 OF APPLICATION: STAFFING PLAN

Job Descriptions of School Director and Other Key Personnel

Administrative Staff

Principal

The Role of The Principal

The principal/school's chief operating officer, must have understanding and knowledge in the following areas: Organizational Leadership and Culture, Academic Leadership, Operations Management and Community Development. While not requiring administrative certifications (see waivers), the Board of Directors will seek a leader who compliments the vision of KidSmart Cultural Arts Charter. The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. The principal is also a community builder who creates an environment that is welcoming to all, and who ensures that all members of the school community are kept well informed. To support student learning, principals ensure that the curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches, and that appropriate resources are made available for teachers and students. To enhance teaching and student learning in all subjects, including language, principals promote learning teams and work with teachers to facilitate teacher participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan. The principal will be responsible for daily school activities. Within this line of authority, teachers, aids, coordinators, nurse etc. report to principal. Payroll and benefit coordinators report to the business manager. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares monthly board reports to be submitted to the Board.

Minimum Qualifications of Principal Experience, Knowledge & Skills:

- Official staff evaluation reporting to outside sources
- Experience working in an educational environment
- Strong Management and Organizational Skills
- Collaboration on curriculum and program vision and planning
- Board of Director reporting of mission(s) data analysis and accomplishments
- Turning best practices into high quality, goal-driven results
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, Power Point and Outlook)

Curriculum Director

The Role of the Curriculum Director

The main focus of the curriculum director is to coordinate the scope and sequence of the curriculum offerings, the selection of instructional materials, textbooks, and supplementary materials, the quality of instruction, coordinate programming aligned with school's mission and design and the determination of the assessments to be used in measuring student academic progress.

Essential Qualities for the Curriculum Director

The curriculum director is responsible for professional staff development. They will plan, schedule, and present training to teachers and specialists aligned with plans, goals, and objectives. The director will be involved in selecting and implementing technology and/or technological advancements to be implemented in the teaching process so that students become proficient using cutting edge technologies for critical thinking and problem solving.

The Curriculum Director will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
- Assists teachers in analyzing state and classroom assessment data to inform instruction
- Provides demonstration lessons in curriculum and teaching techniques for classroom
- teachers
- Facilitates communication about research-based instruction practices between teachers and among grade levels
- Demonstrates current instructional technology in the classroom and for data analysis

Minimum Qualifications of Curriculum Director

Education: Highly Qualified, Teaching Experience, Knowledge & Skills:

- Turning best practices into high quality, goal-driven results
- Data managements tools, organizational tools, computer skills (Word, Excel, Access,
- Power Point and Outlook)
- Development of team curriculum tools. i.e. Power Standards, mapping tools,etc,
- Develop Team vision, goals, supply needs, reports, management of files, tools and charts.

Administrative Secretary

The Role of the Secretary

The Secretary will offer operational and administrative support. We will seek a secretary who will make the commitment to conduct their work with determination, integrity and purpose, embodying these essential qualities:

Essential Functions

- Assist principal with all aspects of student recruitment: marketing materials, answering parent questions, processing applications, lottery organization, working with parents/guardians to complete enrollment information
- Manage financial processing and record keeping for the school, including invoice processing, cash management, procurement, and asset inventory and weekly reporting
- Collect and update all Human Resources data for the school, including processing new hires, submitting payroll data and changes

- Maintain all files and records for the school as may be required to ensure accuracy and confidentiality, as well as efficiency for information collection

Education: Associate's Degree, Preferably in Education or Business, High School Diploma. Proven track record of successful office management, comparable experience, Knowledge & Skills:

- Prior office management and clerical experience in a school environment
- Ability to operate effectively in a busy, open air environment with intermittent interruptions
- Working knowledge of student information systems
- Ability to turn best practices into high quality, goal-driven results
- Highly effective interpersonal skills to provide high quality customer service
- Experience using Quick Books, web based payroll and HRIS systems, Microsoft Office Pro software, and ability to effectively use word processing spreadsheet, presentation and database applications
- Working knowledge of standard office equipment including, but not limited to: PC, copier, fax machine, telephone, and local network and Internet searches
- Ability to complete thorough and accurate written reports/correspondence, Excellent prioritization and organization skills; demonstrated decision-making and problem solving skills

Registrar

The Role of the Registrar

The registrar will perform various complex record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, maintaining student records and providing assistance in general functions of the school office. In addition, the registrar will have, minimally, the following responsibilities:

- Perform various complex clerical and statistical record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures; enter information and data into computer
- Prepare and maintain permanent records and cumulative folders, transcript files, and demographic information on enrolled and incoming students; request necessary records and initiate telephone and written communication relative to student records.
- Evaluate incoming student transcripts, process, enter, or change grade, race, immunization and other related student information according to established procedures; maintain student test scores as required.
- Operate office equipment including computer and printer, typewriter, facsimile and copier.
- Prepare withdrawal papers, retrieve files and print transcripts; assure student accounts are maintained according to established policies for appropriate grade clearance.
- Assist students, counselors, parents, and others in person or on the telephone regarding student records, transcript requests, and enrollment procedures
- Communicate with a variety of school personnel, parents, and outside organizations to

exchange information, resolve issues, answer questions, and coordinate activities.
- Provide instructors with academic warnings and materials as requested; provide class rosters and class enrollment records

Minimum Qualifications of Registrar: Minimum Associate's Degree in Secretarial/Office Management or commensurate experience
Experience with Microsoft Word and Excel

- Excellent oral and written communication skills in Spanish (Not required) and English
- Excellent judgment and ability to deal with the public
- Excellent organizational skills
- Minimum one year related experience

Business Manager

This person is responsible for oversight of the day-to-day operations of the school. The person will gather and input various student and staff data into the Arkansas Public School Computer Network (APSCN). In addition, this person is responsible for testing, analyzing and reporting on the food system, overseeing contracted services and other matters related to the day to day operations of the school. This person must be a creative thinker who is able to problem-solve, multi-task and implement systems. Experience in an academic organization is highly desirable.

Essential Functions

- Implement the KidSmart Procedures Manual by effectively administering all policies and
- procedural processes as these relate to the business operations of the school.
- Implement the KidSmart Employee Handbook by effectively administering and providing oversight for all policies and procedural processes.
- Input key school data into student information system as well as any other Arkansas state-mandated student, staff and financial information system including attendance, lunch programs, and other data as required by school reporting requirements; continuously update and verify accuracy of data.
- Capture and organized key school data for the creation and completion of all district, state and network reports as requested.

Minimum Qualifications: Education: Bachelor's degree in an appropriate discipline or equivalent experience.

- Experience, Knowledge & Skills;
- Experience with APSCN or a similar network
- Advanced knowledge of Microsoft Office, especially Excel
- Familiarity with web-based technologies
- Ability to use Excel and other technologies to manipulate data and data formats
- Must have a strong attention to detail
- Demonstrated experience in critical thinking and creative problem solving in a team- based, collaborative work environment

- Ability to work closely with a wide range of people including students, faculty, administrators and support staff who possess a wide variety of skills
- Ability to fulfill a variety of functions in a team environment without direct supervision.
- Excellent written, verbal and interpersonal communication skills.
- Ability to train end-users on technology systems.
- Desire to work in a mission and goal-driven organization
- Efficiency and ability to work under and meet deadlines
- Participate in meetings and in-service training programs as assigned
- Assist co-workers in completing assignments and projects as assigned
- Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers
- Responsible for providing support to staff and students with computer based curriculum
- Attend ongoing technical training to keep current with ever-changing technology

Instructional Personnel
Teachers (Classroom, Special Education and Special Subjects)

KidSmart teachers will work to create and enhance a culture of achievement and respect where high expectations and results are the norm. While the school will not require certification on all teachers (see waivers below), it is the intent of the school to employ teachers with exceptional qualities in training, leadership, experience and teaching ability. All teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program.

Essential Functions for Teachers
Teachers have an important role in setting up an educational foundation. Teachers will provide a variety of materials and instructional techniques to students to keep their young minds observing and learning while also providing the basic rules and guidelines for behavioral and health practices. We will seek teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Work performance in school, demonstrating a sense of urgency and the relentless pursuit of high academic student achievement and excellence.
- Reflective, self-awareness and adaptable to communication and work styles of others
- Proactive, Critical thinker and problem solver who takes ownership of student progress

Minimal Qualifications of Teacher: Experience, Knowledge & Skills, Teaching experience within an educational setting preferred

Primary Performance Responsibilities:

- Identifies or develops long- and short-term plans based on student needs which are

consistent with State curriculum requirements

- Plans and prepares lessons and instructional strategies which support the school's mission
- Identifies, selects, and develops or modifies instructional materials to support learning objectives and to meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs
- Assists in preparing for changing curriculum needs and continuous improvement
- Establishes and maintains effective and efficient record keeping procedures, including student records subject to the requirements of the Family Rights and Privacy Act
- Develops and utilizes assessment strategies (traditional and alternative) to assist the continuous development of learners
- Interprets and utilizes data (including, but not limited to, standardized and other test results) Demonstrates knowledge and understanding of curriculum content
- Applies principles of learning and effective teaching in instructional delivery
- Differentiates instruction by using a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs
- Uses appropriate materials, technology, and resources to help meet learning needs of all students, Provides quality work for students, focused on meaningful, relevant, and engaging learning experiences
- Ensures student growth/achievement is continuous and appropriate for age group, subject area, and/or student program classification
- Collaborates with students, parents, peers, school staff, and other appropriate persons to assist in meeting student needs
- Acts in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct
- Supports school improvement initiatives by developing and participating in school activities, services, and programs

Instructional Aides and Paraprofessionals

Minimum Qualification of Instructional Aides/Paraprofessionals

- Complete at least two years of study at an institution of higher education, which may be accomplished by documented successful completion of 48 semester hours at a regionally accredited institution of higher education; or
- Obtain an associate's degree, which may be accomplished by documented successful completion of 64 semester hours at a regionally accredited institution of higher education; Literacy in Spanish and English is strongly encouraged but not required.

Nutrition Services Specialists

Nutrition Services Workers are responsible for planning and preparation of breakfast, lunch and snacks in compliance with USDA and NSLA regulations, maintenance of Free and Reduced Applications, daily documentation of menus, meal service counts, receipts and production records. Nutrition Services Workers perform a variety of food service tasks in the areas of meal

assembly and service, dish-washing, sanitation and safety. These employees set up cafeteria tray lines steam-tables, dining room tables, and side service stands with hot and cold food items and with dishes, silverware, napkins, condiments, salads, desserts, bread and beverages. These positions require knowledge of basic arithmetic in order to count the tables and meal trays required or determine the number of servings in a container; and knowledge of sanitation standards and equipment cleaning. Nutrition Services specialists will be required to attend professional development trainings throughout the year.

Minimum Qualifications of Nutrition Services Personnel

High School/GED, Must pass background check, TB test required. Must be at least 18.
Must be able to prepare and serve food in accordance with health and sanitary standards.
Literacy in Spanish and English is strongly encouraged but not required.

Positions Budgeted for 2013-2014

Principal	1
Curriculum Directors	1
Specialist Teachers	2
Registrar	1
Business Manager	0.5
Secretary	1
Special Education Teacher	1
Paraprofessionals/Instructional Aides	3
Classroom Teachers	12
Nurse	0.5
Nutrition Services Specialists	2

STANDARD 13: BUSINESS AND BUDGETING PLAN

Procurement Management

The proposed Charter school will utilize the Arkansas Financial Accounting Handbook as its guide for financial reporting. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. This system will allow the school to track and report on multiple funds, functions, objects, etc. across multiple budget periods to meet reporting requirements and demonstrate financial accountability. Numerous control activities have been established to ensure fiscal integrity and financial accountability for the school. Controls include:

- Various levels of approval, authorization and verifications, 2) reconciliations, 3) asset security, 4) performance reviews (budget to actual), 5) adequate segregation of duties, 6) information system controls, and 7) policy and procedure adoption, among others. A general description of the anticipated flow of information for major financial processes is provided below:

- Budget – During initial budget preparation, input will be solicited from all departments including the board, finance, curriculum, information technology and others regarding school needs that must be considered in the budgetary process. The primary objective is to identify all anticipated budget requests and ensure those requests align to the mission of the school. It is anticipated that future budgets will also seek similar input from all stakeholders in the charter school. Staff will develop a budget calendar to ensure all budget adoption requirements are satisfied including publicly noticed meetings as required by ADE. The calendar time lines will ensure timely submission of budgetary documents to the ADE and charter board. The budgetary process usually begins in February/March each year. Modifications are made as more data becomes available (i.e. funding is determined by the legislature, salary adjustments are established, insurance rate adjustments become known, professional development calendars are established, etc). The budgetary process concludes with final budget approval by the Charter School Board at their May meeting and submission to the ADE. Further modifications to the budget will be brought to the board for review during the year as budget amendment requests. Explanations as to why a budget amendment is requested will be presented. The board would then discuss and approve/deny budget amendment requests. Included in the financial statements presented at each board meeting will be budgetary comparisons to actual expenditures with variances noted. Prudent fiscal management will be a priority for the school.

- Revenue – The primary source of revenues for the school will be payments received directly from the authorizing agency. Any miscellaneous receipts would be received through normal receipting process with controls including 1) accounting for cash as it is received using consecutively pre-numbered receipts, 2) ensuring the separation of

incompatible duties, 3) safeguarding receipts prior to deposit, 4) prompt deposits of significant items, 5) reconciliations, and 6) monitoring of the process by administrators.

- Purchasing - The school principal will first approve purchase requests by school staff. If the principal approves the request, the purchase requisition will be forwarded to the Finance subcommittee for budget approval. If funds are not available, the purchase request will be returned to the principal requesting a budget transfer. If funds have been budgeted and are not encumbered, the request will be approved and forwarded to the Business Manager. Purchase orders will be prepared, signed by an administrator and forwarded to the vendor for procurement of the goods. Upon receipt of the goods, the packing slips will be sent to the purchasing department to be matched with the purchase order and will be filed pending the receipt of an invoice from the vendor. When the invoice is received, it will be matched with the corresponding purchase orders and packing slips, reviewed to ensure charges are appropriate and in agreement with supporting documentation, and forwarded for check preparation and subsequent entry into the general ledger system. Checks will be printed, presented to an administrator with supporting documentation for signature, mailed to the vendor, and copies of all information will then be filed with pertinent vendor information obtained before payment of services are processed (1099, Business Profile and Data, Invoice, etc.). Procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school. KidSmart will operate in full compliance with all Arkansas law governing procurement.

- Payroll - Annual contracts will be in place for all salaried employees. Hourly and contractual employees (if applicable) will record work time on time sheets for submission after approval by the principal. Time sheets for all employees will be maintained electronically at the school site and processed twice per month. After a preliminary review to ensure that all transactions are accounted for (i.e. overtime, sick leave taken, etc), a payroll transmittal will be submitted to the Business Manager to review and process payroll. The Business Manager will submit payroll information to process payroll, release the direct deposit files to the bank, prepare the payroll tax/withholding deposits,and prepares any necessary reports for regulatory agencies (i.e. quarterly payroll reports, monthly retirement reports, monthly state withholding reports, etc.). In addition, Employees will have security-enabled access to payroll documents such as W-2 forms, sick leave reports, payroll reports, etc. Again, procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school.

- Payroll/Benefit System - Benefits consist of F.I.C.A, teacher/state retirement, unemployment, life insurance, and health benefits including medical, dental and vision. Employees will also be able to select additional insurances paid through payroll deductions. Modifications to this established system would be made to incorporate items specific to Arkansas including, but not limited to, 1) enrollment in the Teachers' Retirement System of Arkansas, 2) compliance with Arkansas laws, rules and regulations as they pertain to payroll taxes and other payroll issues, and 3) modification of our

processes to satisfy APSCN requirements.

- Fixed Assets – KidSmart will develop policies to ensure the safeguarding of all assets purchased with public funds. For those items meeting the capitalization threshold, detailed lists will be maintained including all information necessary to accurately identify property items (i.e. description, serial numbers, cost, funding source, etc.). Physical asset inventories will be taken annually, at a minimum, by individuals independent of those with custody of the assets. Discrepancies will then be resolved. Asset disposals will be in accordance with rules and regulations of the ADE.

- General Accounting and Reporting – KidSmart will use the accepted state codification of accounts for Arkansas school accounting through its use of the APSCN system. An annual budget will be adopted by the Board of Directors ("Board"). Financial statements, including budget to actual comparisons, will be prepared for the Board and ADE. The Business Manager will collaborate with the Board of Directors to submit all financial reports to the ADE, State of Arkansas, and other regulatory agencies on prescribed forms.

Data Reporting

The school will establish an internal audit function to ensure the proper reporting of financial submissions to the ADE. Independent verification of all students will be performed regularly.

Budget Funding and Justification

Future budgets will continue to be reviewed and modified as changing economic conditions become known. Included in the budget is a conservative estimate of all public dollars available per student. We estimate that 90% of students enrolled will be Free and Reduced based on the the number of Free and Reduced Kindergarten students enrolled at Baseline which is 96%.
In addition, KidSmart anticipates organizing fund-raising activities to build reserves and supplement student activities.

Calculations for Purchased Services and Supplies and materials are estimated based on start up costs and the purchase of new equipment and technology. If, however, the school is successful in securing Federal Start-up grant funding, we will use these funds in the first year (2013-2014) to purchase all equipment allowed under the grant to supplement our budget in this area. The school would use the Start-Up funds for any allowable expense in the budget which would free up general revenues for additional instructional support and fund balance increases. Future budgets will continue to be reviewed and modified as changing economic conditions become known.

KidSmart will comply with the state and federal monitoring requirements for schools receiving state and federal grant funds. KidSmart has developed internal controls which provide reasonable assurance that the use of state and federal resources is consistent with applicable laws, regulations and award terms. Processes have been established to safeguard resources against waste, loss and misappropriation. Additionally, reporting standards ensure that data is reliable and fairly disclosed in financial reporting documents.

Internal Financial Reporting

Monthly financial reports will be prepared for internal management use. Minimally, quarterly financial reports will be presented at Board meetings. The quarterly financial statements will include:

- Financial Statements
- Statement of Net Assets
- Statement of Activities
- Fund Financial Statement Funds – Balance Sheet

KidSmart Cultural Arts Charter will provide all budgetary and financial information required by the ADE under the terms of the Charter contract. Information will be provided on the forms or in the format prescribed by the ADE. Information will be submitted electronically to the ADE if this option is available to the charter school through APSCN.

Business Office Staffing

It is anticipated that the school's fiscal department will be managed by a a part-time or contractual Business Manager. The business manager will be responsible for :

- General ledger and financial statement preparation
- Coordinating Procurement, bids and contracts
- Bookkeeping (Monthly/Quarterly/Annual)
- Management of Budgets, forecasts & projection
- Computerized payroll services with payroll vendor
- Business tax return preparation
- Personal financial statements
- Managing Accounts payable
- Maintenance of appropriate licenses, filings as required by law

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMING AUDIT PLAN

KidSmart will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code Title 6, Subtitle 1, Chapter 1, Subchapter 1 (101). The KidSmart model also includes a programmatic audit. KidSmart will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, board, parents and community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

STANDARD 15 OF APPLICATION: REPORTING EDUCATION DATA

KidSmart will participate in the Arkansas Public School Computer Network for reporting education data, as required. The school will hire or contract out the position of full-time Business Manager to work with this data network.

STANDARD 16 OF APPLICATION: FACILITIES

The organization has contracted lease to acquire the property at 3425 Baseline Road. The facility meets zoning, health, safety and building requirements and has the capacity to accommodate the enrollment cap of 300 students. General guidelines for the facilities are as follows:

- The site is easily accessible to the communities served.
- The facility needs to be approved by the Arkansas Department of Education and the local building inspector.
- The site will include support facilities such as a cafeteria, multipurpose, daycare space and other needs.

The facilities will be inspected by the Division of Public School Academic Facilities and Transportation. The Facility Utilization Agreement has been included for review and approval by the Arkansas Department of Education. The facilities are owned by Genuine Parts Company U.S. Auto Parts Group. The Lessor does not have any relationships with the applicant organization, board of directors or any employees, directors or administrators of the the proposed charter school. The facility will at all times comply with all requirements for accessibility in accordance with Disabilities Education Act (IDEA) and all other state and federal laws. The facility has been approved by zoning for daycare use. Due to the facility being in proximity of Baseline Elementary, there are no alcohol sales within 1000 feet.

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

A. The following relationships exist among the following within KidSmart Educational Services.
There are no conflicts of interest

B. Any entity or individual whom the entity has contracted with, or intends to contract with , to provide any services or products of the proposed charter school; or
There are no conflicts of interest

C. The owners of the facilities to be used
There are no conflicts of interest

D. For the purpose of this standard, an individual has a financial relationship with another individual or entity if he/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 a child or the spouse or a sibling parent, or child) who is an officer, director, partner, employee, or owner or more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC;

Conflicts of Interests

In an effort to engage in business activities in a fashion designed to avoid any conflict of interest or the appearance of, and to act in a manner that will avoid any conflict of interest the following practices will be adhered to:

- A board of directors is prohibited from serving as a member of the board of directors or as an employee or agent of, or contractor with, a for-profit entity with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. A violation of this prohibition renders a contract voidable. A member of the charter school board of directors who violates this prohibition shall be individually liable to the charter school for any damage caused by the violation.
- A member of a charter school board of directors that serves as a member of the board of directors or as an employee or agent of, or contractor with, a nonprofit entity with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities must disclose all potential conflicts.
- The charter school board member conflict of interest provisions do not apply to compensation paid to a teacher employed by the charter school who also serves as a member of the board of directors.

STANDARD 18 OF APPLICATION: Student Services

A. Guidance Program

We request a waiver of this requirement. Please refer to Section 21 below.

B. Health Services

The school will hire a half-time nurse and will comply with all state laws regarding staffing in this area. The nurse will manage all distribution of medication, train staff as needed to keep students safe (allergies) and manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies. The nurse will also coordinate with local agencies, hospitals, physicians and organizations to ensure that children have access to the best possible care. Based on the individual student's needs, KidSmart will provide access to services which will include but not be limited to

• School-wide vision and hearing screening
• Provision of individual and class-wide counseling services as determined by the Instructors
• Provision of related services such as occupational therapy, physical therapy, and speech therapy as specified in student IEPs.
• Provision of full handicap accessibility in accordance with all Federal and State requirements, etc.

C. Media Center

We request a waiver of this Student Service. KidSmart has formed a partnership with Central Arkansas Library System and Dee Brown Library to provide comprehensive media services to students. In addition, each classroom will contain a library of leveled books that align with the curriculum and the state curriculum frameworks.

D. Transportation

The school will provide public transportation passes for qualified students who do not have transportation to the school site. We will employ a contractor to manage field trips and local transportation to and from school. We will, at all times comply with any requirements for transportation written into student IEPs.

E. Special Education

KidSmart will adhere to all Arkansas and federal requirements regarding Child Find to meet the state's requirements. This will ensure that all potentially disabled children, including those attending private and parochial schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services will be identified, located and evaluated. KidSmart will hire a Special Education Teacher to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. Children attending KidSmart who are suspected of having a disability will be evaluated for special education services if needed by the Special Education Teacher. While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we will develop a preliminary plan for meeting the needs of students with disabilities.

KidSmart will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

KidSmart will ensure that a free appropriate public education (FAPE) is provided to all individuals with disabilities, ages 3-21(although the school may not serve all students in this range, as a local education agency, it will carry out its responsibilities to locate such students as described in 34 C.F.R. §300.125 and direct them to relevant agencies). To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), KidSmart will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur 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. To the maximum extent appropriate, students with disabilities will also be expected to participate in, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs. activities and services. To this end. we will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students such as

daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices. For the more intensive services such as long-term physical therapy, KidSmart will also look to work with third-party contractors to meet the needs listed in IEPs.

F. Alternative Education

KidSmart will make every effort to educate all students who choose our school. We will make the necessary accommodations for students who need support beyond that provided by the general curriculum program. We will seek to meet individual needs with individual plans as needed. This may include modifications such as providing students with an aide, making space available for small groups and offering additional assistance.

G. Gifted and Talented Program

We request a waiver from this requirement. Please see section 20 below.

STANDARD 19 OF APPLICATION: FOOD SERVICES

KidSmart Cultural Arts Charter will participate in the National School Lunch Program. Students will have Milk, fruits, vegetables and meat entrees. We will also provide vegetarian options and supplemental meals for students with dietary restrictions. KidSmart also plans to make application to participate in additional USDA sponsored programs

STANDARD 20 OF APPLICATION: PARENTAL INVOLVEMENT

We believe that students perform better in school when their parents are involved in their education. We will make great efforts to ensure that parents take an active part in student achievement. They will be familiar with the curriculum expectations and know what is being taught in each grade and what their child is expected to learn. This information allows parents to understand how their child is progressing in school and to work with teachers to improve their child's learning.

Effective ways in which our school will involve parents contributing to the learning environment include attending parent-teacher interviews, participation in parent workshops and school council activities (including becoming a school council member). We invite parents to be a part of the classroom experiences by participating in story time activities, Career Day, assisting younger children in arts classes, etc.

KidSmart Cultural Arts Charter will also construct an active Parent Teacher Organization. The Parent Teacher Organization will conduct fundraisers and support the program of the school through several volunteer efforts. The PTO will coordinate many of its activities to compliment the school's mission. The Parent Teacher Organization will be responsible for seeking out volunteers and hosting several community events. These activities will include but not be limited to:

- Organizing community outreach and enrichment classes that complement the school's design such as English as a Second Language and Spanish Classes for Adult Learners, Zumba, Sign Language,etc.
- Development of After school programs such as concerts, plays, talent shows inviting participants from the community to donate prizes, judge, conduct workshops, serve as volunteer storytellers, interpreters, etc.
- Organizing annual events such as Science Fairs, Back to School Fairs, Holiday Parades, Cultural Fairs, celebrations, utilizing all available community media, retail, grassroots resources
- Collaborating with community organizations such as the American Red Cross, Salvation Army, UAMS, to provide resources for families and to be familiar with other community agencies and organizations that assist families in need
- Coaching athletic teams

Parents will also have an opportunity to participate in the decision-making process of the school by serving on the board and advisory panels.

STANDARD 21 OF APPLICATION: ADDITIONAL WAIVERS REQUESTED

We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grad or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract);A.C.A § 6-17-302 - Public School Principals-Qualifications and Responsibilities, Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of Non-Licensed Teacher."

All teachers hired would be "highly qualified;" Kid Smart will seek to hire licensed teachers and administrators whenever possible. We will need the flexibility to hire teachers and administrators who are best suited to implementing Kid Smart's unique curriculum and policies to best attain the maximum amount of student achievement and growth, etc.

A.C.A. 6-15-2302

Request to waive qualification of Business Manager as outlined in the statue and the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts. We will employ or contract a Business Manager with significant experience or education in Finance, Accounting and experience sound public school financial management.

A.C.A § 6-17-201 et seq.- Personnel Policy Committees (Teachers)

KidSmart Cultural Arts Charter will not be large enough to meet the statutory composition of this committee.

A.C.A § 6-17-301 - Employment of Certified Personnel
KidSmart requests to hire , therefore"at will" this law would be restrictive. However, the school ensures that constitutional due process will be followed in all employee dismissal events.
A.C.A § 6-17-401 - et seq. Teachers License Requirement
Standards for Accreditation – 15.03.1-15.03.3 – Licensure and Renewal
KidSmart will make every effort to hire highly qualified but not necessarily certified in the specific content area assigned for all or part of the day.

A.C.A. § 6-17-908 - Teachers' Salary Fund
Insurance decisions are based on committee consensus from affordable selections commensurate with local school district options (4)(B).

A.C.A. §6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983
KidSmart will ensure that all due process procedures will be followed for all employee dismissals.

A.C.A § 6-17-1701 et seq. - Public School Employee Fair Hearing Act
The school charter may be revoked for non-performance, the same right needs to be provided for the timely dismissal of employees who are not providing for the academic progress of students.

Standards for Accreditation – X. Personnel
The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools.

A.C.A. § 6-17-2403 - Minimum Teacher Compensation Schedule
ADE Rules – Certified Salary Schedule
Act 847 of 2007 Concerning Public School Certified/Classified Employee Alt. Pay Programs
The school will provide compensation that is competitive with local public school districts. The school reserves the right to determine specific salary schedules. An employee who seeks employment with the school is assumed to have given understood approval for participation in the program.

Standard X (15.0 Personnel)
The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools

Rules 15.01 – 15.03.7 School District Superintendents & Principals
The school administrators will have at least a Bachelor's degree.

Rule 16.02 Media Services
The School will has formed a community partnership with the Dee Brown Public Library. KidSmart has formed a partnership with Central Arkansas Library System and Dee Brown Library to provide comprehensive media services to students. In addition, each classroom will contain a library of leveled books that align with the curriculum and the state curriculum

frameworks. Through our partnership, students may establish library accounts and gain access to all media services accessible throughout the Central Arkansas Library System.

Gifted and Talented Student Services

We request waiver of Arkansas Code Annotated §§6-42-101 et seq. (Gifted and Talented Children -General Provisions and 6-20-2208(c)(6) Monitoring of Expenditures, ADE Rules Governing Gifted and Talented Approval Standards, Standards 18.01, 18.02, 18.03 of the Standards for Accreditation regarding Gifted and Talented Education provision of educational opportunities for students.

KidSmart will provide class activities, appropriate instruction and assignments to accommodate the educational needs of students who exceed standards.

Guidance and Counseling Services

We request waiver of Ark. Code Ann. §6-18-1001 et seq. (Public School Student Services Act), Standard for Accreditation 16.01, and ADE Rules Governing Public Student Services.

Instructors and school administrators will assume the responsibility of consulting with students and parents regarding assessments, academic achievement, grades and individual education plans. In the event that intervention is needed in the areas of therapy, counseling, treatment, behavior intervention, crisis, etc, KidSmart has formed a partnership with United Family Services to provide access to these services if needed.

Standard 22 of Application: Desegregation Assurances

KidSmart Cultural Arts Charter will open its open-enrollment public charter school within the boundaries of the Little Rock School District. It is expected that the majority of our students will transfer to us from within the boundaries of the Little Rock, North Little Rock and Pulaski County Special School Districts. We also anticipate that we may also receive some students from the adjoining Benton and Bryant School Districts, especially given our proposed location in southwest Little Rock which is close to Saline County.

KidSmart Cultural Arts Charter has carefully reviewed the potential impact that the opening of its open-enrollment public charter school would have on the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant finds that two of the three Pulaski County school districts, the Little Rock School District and the North Little Rock School District, have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has not been found by the federal District Court to be unitary as to student assignments, but its evidence has demonstrated that it has assigned students according to its desegregation plan for many years. The Benton and Bryant School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. As an open-enrollment public charter school, KidSmart Cultural Arts Charter is required by law to be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner

negatively affects the desegregation efforts of any public school district or districts within the state.

After careful review of the effect of the opening of its open-enrollment charter school on the efforts of any public school district in Arkansas to create and maintain a unitary system of public schools, KidSmart Cultural Arts Charter asserts that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any prohibitions or limitations concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

The notice of the public hearing below was published on a weekly basis for at least three weeks prior to the date of the hearing in the *Arkansas Democrat-Gazette.* The *Arkanas Democrat-Gazette* has a general circulation in the Little Rock School District where the proposed charter will be located. The notice was published Saturday, August 11, Saturday, August 18 and Sunday, August 19, 2012 which was seven days prior to the meeting.

a memorial to Native American projects that benefit children.

...proceedings.
One important finding in

PUBLIC INTEREST MEETING

For proposed free and open enrollment charter
KidSmart
Cultural Studies
Charter

Sunday, August 26, 2012
4:00 pm
UALR Cooperative Extension
Auditorium
2301 South University
Little Rock, Arkansas 72204

For more information contact
501.612.0864

Arkansas Democrat Gazette

PRE BILL FOR 08/01/12 to 08/31/12

ARKANSAS DEMOCRAT-GAZETTE, INC.
BUSINESS OFFICE - RETAIL DISPLAY
P.O. Box 2221
LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail

KIDSMART ACADEMY
P.O. BOX 195111
LITTLE ROCK, AR 72219

ACCOUNT NUMBER: 1686450

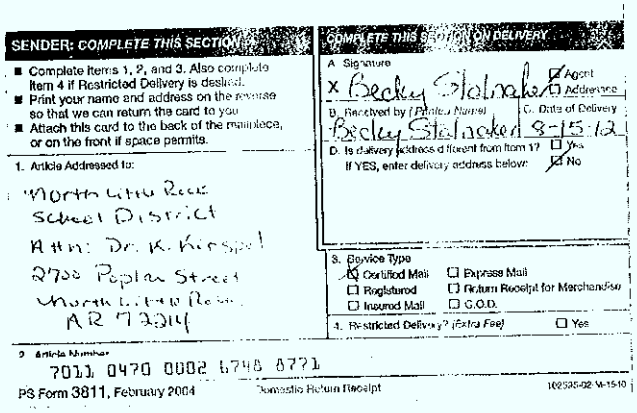
Publ	Ad #	Date	Description	Size	UM	Unit Rate	Amount
AD	1602413	08/11/12		8.00	in	62.140	497.12
AD	1602413	08/11/12				15.000-	74.57CR
AD	1602413	08/18/12		8.00	in	62.140	497.12
AD	1602413	08/18/12				15.000-	74.57CR
AD	1602413	08/19/12		8.00	in	82.350	658.80
AD	1602413	08/19/12				15.000-	98.82CR

TOTAL PRE BILL CHARGES: 1,405.08

Payment	08/10/12	Ck-# 2	422.55CR
Payment	08/17/12	Ck-# 2	982.53CR

PRE BILL TOTAL: 0.00

Within seven calendar days following the first publication in the Arkansas Democrat Gazette on August 11, 2012, the following letter was sent certified to the superintendents of Little Rock School District , Pulaski County Special School District, North Little Rock School District and Bryant School District announcing the public hearing. Certified mail receipts show a postmark of August 14, 2012


SENDER: COMPLETE THIS SECTION

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

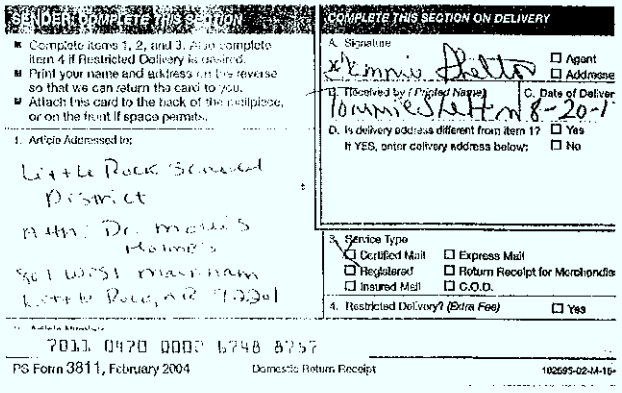
1. Article Addressed to:
North Little Rock School District
Attn: Dr. K. Kimpel
2700 Poplar Street
North Little Rock
AR 72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Becky Stalnaker — Agent ☐ Addressee
B. Received by (Printed Name): Becky Stalnaker — C. Date of Delivery: 8-15-12
D. Is delivery address different from item 1? ☐ Yes — If YES, enter delivery address below: ☑ No

3. Service Type: ☑ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number: 7011 0470 0002 6748 8771
PS Form 3811, February 2004 — Domestic Return Receipt — 102595-02-M-1540


SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

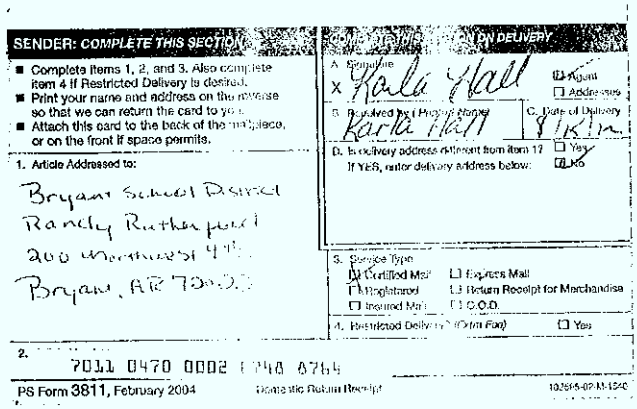
1. Article Addressed to:
Little Rock School District
Attn: Dr. Morris Holmes
810 West Markham
Little Rock, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature: x Kimmie Hatter — Agent ☐ Addressee
B. Received by (Printed Name): Kimmie Hatter — C. Date of Delivery: 8-20-12
D. Is delivery address different from item 1? ☐ Yes — If YES, enter delivery address below: ☐ No

3. Service Type: ☑ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7011 0470 0002 6748 8757
PS Form 3811, February 2004 — Domestic Return Receipt — 102595-02-M-15


SENDER: COMPLETE THIS SECTION

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

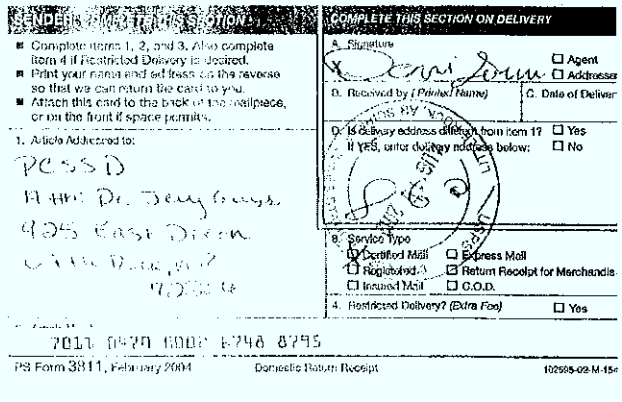
1. Article Addressed to:
Bryant School District
Randy Rutherford
200 Northwest 4th
Bryant, AR 72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Karla Hall — Agent ☐ Addressee
B. Received by (Printed Name): Karla Hall — C. Date of Delivery: 8/16/12
D. Is delivery address different from item 1? ☐ Yes — If YES, enter delivery address below: ☑ No

3. Service Type: ☑ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number: 7011 0470 0002 6748 8764
PS Form 3811, February 2004 — Domestic Return Receipt — 102595-02-M-1540


SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
PCSSD
Attn: Dr. Jerry Guess
925 East Dixon
Little Rock, AR
72206

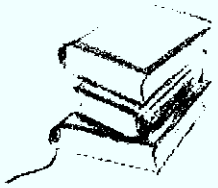
COMPLETE THIS SECTION ON DELIVERY

A. Signature: X — Agent ☐ Addressee
B. Received by (Printed Name): — C. Date of Delivery:
D. Is delivery address different from item 1? ☐ Yes — If YES, enter delivery address below: ☐ No

3. Service Type: ☑ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

7011 0470 0002 6748 8795
PS Form 3811, February 2004 — Domestic Return Receipt — 102595-02-M-15

Attachment 1B Documentation of Letters Notifying Superintendents of Impacted Districts
KidSmart Cultural Arts Charter



KIDSMART EDUCATIONAL SERVICES

Bryant School District
Mr. Randy Rutherford, Superintendent
200 Northwest 4th St
Bryant, AR 72022

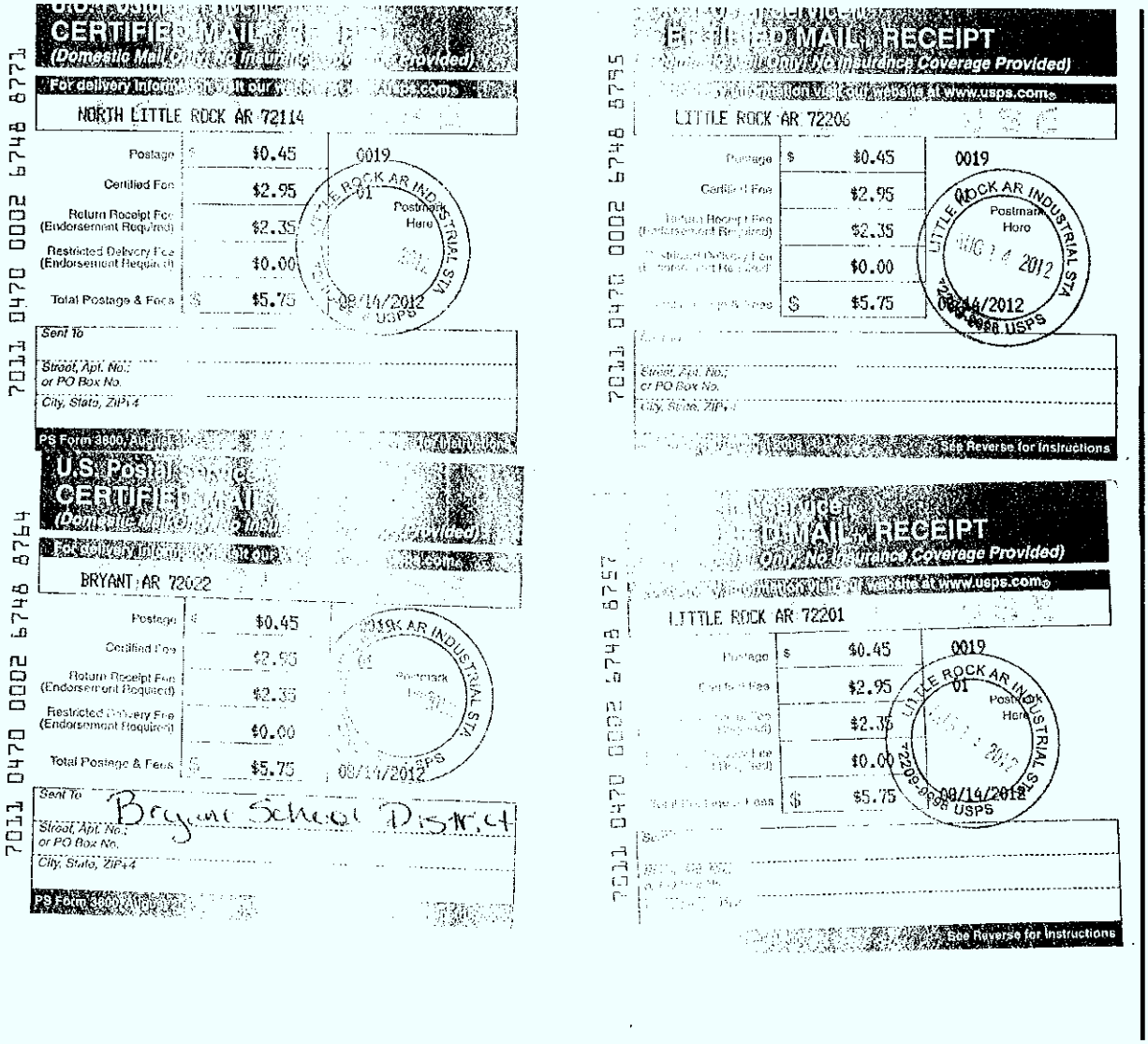
Mr. Rutherford,

Please accept this as KidSmart Educational Services' letter to inform you that our organization intends to apply for an open-enrollment charter school for the 2013-2014 school year. The proposed charter school, KidSmart Cultural Arts Charter School, will be located at 3425 Baseline Road and proposes to serve students in grades Kindergarten through fifth grade with an enrollment cap of 200 students. The public hearing will be held Sunday, August 26, 2012 4:00 p.m. University of Arkansas Cooperative Extension Auditorium, 2301 South University Avenue, Little Rock, Arkansas 72204.

KidSmart Educational Services is a 501 (c) (3) non-profit organization established in 1998. KidSmart's vision is to assist students in becoming proficient in the core academic areas. We are equally committed to providing customized academic tutoring and test preparation programs to help students of all ages to succeed. Our goal at KidSmart Educational Services is to make sure that all children have the attention they need in order to succeed academically.

Respectfully Submitted,

Tiffany Pettus
KidSmart Educational Services, Inc.
3516 Baseline Road
Little Rock, Arkansas 72209
501.562.0968
501.612.0864



Attachment 1B Documentation of Letters Notifying Superintendents of Impacted Districts
KidSmart Cultural Arts Charter

KIDSMART EDUCATIONAL SERVICES

Little Rock School District
Attention: Dr. Morris Holmes
801 West Markham
Little Rock, Arkansas 72201

This letter is to inform you that we are forwarding a copy of our application for a proposed Open Enrollment Charter School as required.

3516 Baseline Road Little Rock, AR 72209
501.562.0968

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

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

LITTLE ROCK AR 72206 OFFICIAL USE

Postage	$ $2.70	0019
Certified Fee	$2.95	09
Return Receipt Fee (Endorsement Required)	$2.35	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
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Certified Fee	$2.95	09
Return Receipt Fee (Endorsement Required)	$2.35	Postmark Here 2012
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $8.00	08/30/2012

LITTLE ROCK AR INDUSTRIAL STA 501-868-8998 USPS

Sent To: DR. Randy Rutherford
Street, Apt. No.; or PO Box No.: Bryant
City, State, ZIP+4:

PS Form 3800, August 2006 See Reverse for Instructions

7011 0470 0002 6748 5213

KidSmart Cultural Arts Charter Curriculum Map

Fourth Grade Mathematics **Fluency Plan and Unit One (Basic Facts and Multiplication Concepts)**	**Month: September**
Common Core State Standards: Operations and Algebraic Thinking 4.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as Represent verbal statements of multiplicative comparisons as multiplication equations. 4. A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 4.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.A.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**ADOPTED CURRICULUM (required)**: • EnVision Math Common Core: Basic Facts Fluency Plan, Lessons 1-17 (***PACING NOTE:*** *Teachers should combine elements of the Fact Fluency lessons so that they are ready to move on to Unit 1 after 2 weeks.*) • EnVision Math : Unit 1 (Big Idea: Combination Problems) – Lessons 2 – 3 • EnVision Math: Unit 1 (Big Idea: Comparison Problems) – Lessons 4-5 & 7
SUBSKILLS: • Memorize multiplication & division facts through 10 • Understand the concept of division as both fair sharing and partitioning • Understand division as an inverse of multiplication • Understand multiplication as equal groups, arrays, the area model, and equal intervals on a number line • List all factors of a number • Identify multiples of a given number • Identify the meaning of an operation in context • Solve two-step word problems using all four operations • Use a variable to represent the unknown quantity in an equation	SUPPLEMENTAL RESOURCES (optional): • AHA! Math Online Math for Elementary Students • Origo Games: This or That? (green book, pg. 44-47), Choose & Use (red book, pg. 8-11), Multiplication Mania (green book, pg. 36-39), Climb the Ladder (green book, pg. 40-43), Factor Find (red book, pg. 28-31)
VOCABULARY: associative property, common factor, commutative property,	

distributive property, identity property, (equal) interval, multiple, quotient, square number	

Fourth Grade Literacy

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Primary Focus: Informational Text R.4.1 Secondary Focus: Literary Text R.4.1	Primary Focus: Literary Text R.4.2 Secondary Focus: Informational Text R.4.2	Primary Focus: Informational Text R.4.3 4.4 Secondary Focus: Literary Text R.4.3, 4.4	Primary Focus: Literary Text R.4.5 Secondary Focus: Informational Text R.4.5
1 extended informational text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts	1 extended literary text 5 thematically connected short texts
Writing	**Writing**	**Writing**	**Writing**
Focus: Informative/Explanatory W.4.2 Student will Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Focus: Opinion** W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Focus: Opinion** W.4.1 Provide reasons that are supported by facts and details.	**Focus: Informative/Explanatory** **W.4.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
2-informativel/explanatory pieces examining a topic and conveying ideas	**2 opinion pieces** supporting a position **W.4.1**	**2 opinion pieces** supporting a position **W.4.1**	**2-informativel/explanatory pieces** examining a topic and conveying ideas

W.4.2			**W.4.1**
1-2 short research connections (may be shared research on a topic or theme connected to the unit) **W.4.7**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **W.4.7**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **W.4.7**	**1-2 short research connections** (maybe shared research on a topic or theme connected to the unit) **W.4.7**
1-2 narratives detailing a real or imagined experience **W.4.3**	**1-2 narratives** detailing a real or imagined experience **W.4.3**	**1-2 narratives** detailing a real or imagined experience **W.4.3**	**1-2 narratives** detailing a real or imagined experience **W.4.3**
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **W.4.10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **W.4.10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **W.4.10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **W.4.10**

City of Little Rock
Department of Planning and Development
723 West Markham Street
Little Rock, Arkansas 72201-1334
Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

**Planning
Zoning and
Subdivision**

ZONING CERTIFICATION

PROPERTY ADDRESS: 3[illegible] Kingsbury Blvd.

LEGAL DESCRIPTION:

This is to certify that the Zoning Classification on the above described property is: C-3 Shopping Center District

[illegible]

ZONING ENFORCEMENT OFFICER

8/[illegible]

DATE

KidSmart Cultural Arts Charter
2013 – 2014 School Calendar

August 5-7 New Teacher Workshop
August 8-9 All Teachers -- Professional Development Days
August 12 All Students Report/ 1st Reporting Period Begins
September 2 Labor Day (Schools Closed)

October 11 1st Reporting Period Ends (44 Days)
October 14 2nd Reporting Period Begins
October 21 Fall Break

November 25-29 Thanksgiving Holiday (Schools Closed)

December 17-20 Semester Exams
December 20 22nd Reporting Period Ends (44 Days)
December 23 - January 3 Christmas Holiday (Schools Closed)

End of Fall Semester (88 Days)

January 6 Students Return to School and 3rd Reporting Period Begins
January 17 Professional Development Day (Schools Closed)
January 20 Martin Luther King Jr. Holiday (Schools Closed)

February 17 Presidents' Day Holiday (Schools Closed)

March 11 3rd Reporting Period Ends (44 Days)
March 12 4th Reporting Period Begins
March 17-21 Testing Phase 1
March 24-28 Spring Break (Schools Closed)

April 7-17 Testing Phase 2
April 18 Good Friday

May 22 -24th Reporting Period Ends (46 Days) Last Day for Students
May 23 Professional Development Day

End of Spring Semester (90 Days)
Student Days – 178
Teacher Days – 182

KidSmart Cultural Arts Charter
Proposed General Schedule

2013-2014

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 a.m.	Breakfast Before School Activities	Breakfast Before School Activities	Breakfast Before School Activities	Breakfast Before School Activities	Breakfast Before School Activities

7:15 a.m. -8:00 a.m. , Breakfast, Tutoring ,
Daily Review, Pledge of Allegiance, Computer Labs, Clubs

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 a.m.- 9:00 a.m.	Reading	Reading	Reading	Reading	Reading
9:00 a.m.- 10:00 a.m.	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:00 a.m.-11:15 a.m.	Cultural Arts Elective	Spanish for Children	Cultural Arts Elective	Cultural Arts Elective	Spanish for Children
11:15 a.m.-12:00 p.m.	Lunch/Recess	Lunch/ Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00 p.m.-1:00 p.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:00 p.m. -2:00 p.m.	Phonics Spelling/ Vocabulary	Handwriting/ Vocabulary/ Phonics	Phonics/Spelling/ Vocabulary	Handwriting/ Vocabulary/Phonics	Phonics/Spelling/ Vocabulary
2:00 p.m.- 3:15:p.m.	Science	Social Studies	Science	Social Studies	Science
3:15 p.m.- 3:30 p.m.	Journal/ Portfolio	Journal/ Portfolio	Journal/Portfolio	Journal/Portfolio	Journal/Portfolio

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Genuine Parts Company U.S. Automotive Parts Group

Lessee (Tenant): KidSmart Educational Services

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

Premises: 3425 Baseline Road Little Rock, AR 72209
address

8,000
square footage

Terms of Lease: Five Years

Rental Amount: Year 1 - $2,700 mo. Year 2 - $2,900 mo. Years 3,4 & 5 - $3,200 mo.

Contingency: The terms of this agreement are contingent upon KidSmart Educational Services (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Kidsmart Educational Services, Inc.

By _____

Lessor: Genuine Parts Company

By _____

KidSmart Cultural Arts Charter
Public Charter School Application
Estimated Budget Worksheet Using Template as Provided
2013-2014

Line #	Revenues	Amount	Total
1	State Public Charter School Aid		
2	No. of Students (170) x $6,267.00		
	State Foundation Funding		$1,065,390.00
3			
4	No. of Students (170) x $42.38 Professional Development		$7,204.60
5	No. of Students (160) x eligible rate* NSLA Funding		$247,840.00
6	Total State Charter School Aid		**$255,044.60**
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		**$1,320,434.60**
17			
18	**Expenditures**	Amount	**Total**
19	Administration:		
20	Salaries:*(No. of Positions 4.0)*	$140,000.00	School Principal
		$65,000.00	Curriculum Director
			Registrar
			Secretary
21	Fringe Benefits	$51,250.00	
22	Purchased Services		
23	Supplies and Materials	$20,000.00	Office supplies
24	Equipment		Computers, printers
25	Other *(Describe)*	$10,000.00	file cabinets
26			**$286,250.00**
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions-17)*	$393,133.60	12 Classroom teachers
29	Fringe Benefits	$98,283.40	3 paraprofessionals
30	Purchased Services		2 specialists
			Professional Development
			Assessment/Data Services

31	Supplies and Materials	$91,000.00	Telecommunications Classroom supplies Textbooks copy and printing postage
32	Equipment	$65,000.00	Classroom furniture, computers, server wireless network
33	Other *(Describe)*		
34			**$647,417.00**
35	Special Education:		
36	Salaries: *(No. of Positions 1.0)*	$40,000.00	1 Special Needs Teacher
37	Fringe Benefits	$10,000.00	
38	Purchased Services		
39	Supplies and Materials	$3,200.00	Supplemental Materials
40	Equipment		
41	Other *(Describe*		
42			**$53,200.00**
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			
51	Alternative Education Program:		
52	Salaries: *(No. of Positions___)*		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other *(Describe)*		
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		

66			
67	Health Services:		
68	Salaries: *(No. of Positions_(0.5)*	$19,000.00	Part-time Nurse
69	Fringe Benefits	$4,750.00	
70	Purchased Services		
71	Supplies and Materials	$2,400.00	Consumables
72	Equipment		
73	Other *(Describe)*	$3,500.00	Refrigerator, Exam Chair locked medicine cabinet desk, chair, scale
74			**$29,650.00**
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		
82			
83	Fiscal Services:	$19,000	Business Manager
84	Salaries: *(No. of Positions_0.5_)*	$4,750.00	
85	Fringe Benefits		Accounting, Audit
86	Purchased Services	$15,000.00	Legal
87	Supplies and Materials		Printing, Annual Reports
88	Equipment		
89	Other *(Describe)*		
90			**$38,750.00**
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions_1__)*	$28,000.00	Custodian
93	Fringe Benefits	$7,000.00	
94	Purchased Services	$12,000.00	Landscape, Cleaning
95	(include utilities)		contract, repairs
96	Supplies and Materials		waste removal
97	Equipment		
98	Other *(Describe)*		
99			**$47,000.00**
100	Transportation		
101	Salaries: *(No. of Positions 0)*		
102	Fringe Benefits		
103	Purchased Services	Bus Passes	$5,000.00

104	Supplies and Materials	Contract Transportation		$5,000.00
105	Equipment			
106	Other *(Describe)*			
107				
108	Food Services:			**$10,000.00**
109	Salaries: *(No. of Positions_2.0_)*		$50,000.00	
110	Fringe Benefits		$12,500.00	
111	Purchased Services		$75,000.00	Food, Milk contracts
112	Supplies and Materials			
113	Equipment			
114	Other *(Describe*			
115				**$137,500.00**
116	Data Processing:			
117	Salaries: *(No. of Positions_2.0)*			
118	Fringe Benefits			
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other *(Describe)*			
123				
124	Substitute Personnel:			
125	Salaries: *(No. of Positions__)*			$6,400.00
126	Fringe Benefits			
127				**$6,400.00**
128	Facilities:			
129	Lease/Purchase (contract for one total year including facility upgrades)			$32,400.00
130	*Please list upgrades*			
131	Utilities (contract for one total year			
132	including facility upgrades)			$17, 776.00
133	Insurance (contract for one total year including facility upgrades):			$7,000.00
134	Property Insurance			$7,000.00
135	Content Insurance			
136				**$64,176.00**
137	Debt Expenditures:			
138	Other Expenditures:			
139	*(Describe)*			
140				
141	**TOTAL EXPENDITURES**			$1,320,343.00
	NET BALANCE			**$91.60**

KidSmart Cultural Arts Charter

Public Charter School Application

Estimated Budget Worksheet Using Template as Provided

2014-2015

Line #	Revenues	Amount	Total
1	State Public Charter School Aid		
2	No. of Students (200) x $6,267.00		
	State Foundation Funding		**$1,253,400.00**
3			
4	No. of Students (200) x $42.38 Professional Development		$8,476.00
5	No. of Students (190) x eligible rate* NSLA Funding		$294,310.00
6	Total State Charter School Aid		**$302,786.00**
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount		
12	Other *(Specifically Describe)*	*meal sales*	$11,000.00
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		**$1,556,186.00**
17			
18	**Expenditures**	Amount	**Total**
19	Administration:		School Principal
20	Salaries:*(No. of Positions 2.0)*	$140,000.00	Curriculum Director
		$65,000.00	Registrar
			Secretary
21	Fringe Benefits	$51,250.00	
22	Purchased Services		
23	Supplies and Materials	$20,000.00	Office supplies
24	Equipment	$10,000.00	Computers, printers
25	Other *(Describe)*		file cabinets
26			
27	Regular Classroom Instruction:		13 Classroom teachers
28	Salaries: *(No. of Positions) -17*	$524,514.96	2 paraprofessionals
29	Fringe Benefits	$131,128.99	2 specialists
30	Purchased Services	$75,000.00	
			Professional Development
			Assessment/Data Services
			Telecommunications

31	Supplies and Materials	$90,000.00	Classroom supplies Textbooks, field trips copy and printing postage
32	Equipment	$48,750.00	Classroom furniture, computers, server wireless network
33	Other *(Describe)*		**$1,155,643.95**
34			
35	Special Education:		
36	Salaries: *(No. of Positions 1.0)*	$40,000.00	1 Special Needs Teacher
37	Fringe Benefits	$10,000.00	
38	Purchased Services		
39	Supplies and Materials	$4,000.00	Supplemental Materials
40	Equipment		
41	Other *(Describe*		**$54,000.00**
42			
43	Gifted and Talented Program:		
44	Salaries: *(No. of Positions___)*		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other *(Describe*		
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)*		
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		
66			

67	Health Services:		
68	Salaries: *(No. of Positions-(0.5)*	$19,000.00	Part-time Nurse
69	Fringe Benefits	$4,750.00	
70	Purchased Services		
71	Supplies and Materials	$2,400.00	Consumables
72	Equipment		
73	Other *(Describe)*	$3,500.00	Refrigerator, Exam Chair locked medicine cabinet desk, chair, scale
74			**$29,650.00**
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions 0.5)*	$19,000.00	
85	Fringe Benefits	$4,750.00	Accounting, Audit
86	Purchased Services	$15,000.00	Legal
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		
90			**$38,750.00**
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions- (1)*	$28,000.00	
93	Fringe Benefits	$7,000.00	Custodian
94	Purchased Services		Landscape, Cleaning
95	(include utilities)		contract, repairs
96	Supplies and Materials	$5,753.80	waste removal
97	Equipment	$10,000.00	
98	Other *(Describe)*		**$50,753.80**
99			
100	Transportation		
101	Salaries: *(No. of Positions)*		
102	Fringe Benefits		
103	Purchased Services	$10,000.00	Bus Passes
104	Supplies and Materials		
105	Equipment		Transportation Contracts

106	Other *(Describe)*		
107			
108	Food Services:	$50,000.00	**$10,000.00**
109	Salaries: *(No. of Positions_2.0_)*	$12,500.00	
110	Fringe Benefits		
111	Purchased Services	$78,000.00	Food, Milk contracts
112	Supplies and Materials		
113	Equipment		
114	Other *(Describe*		
115			$140,500.00
116	Data Processing:		
117	Salaries: *(No. of Positions_1.0)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions__)*		$10,000.00
126	Fringe Benefits		
127			**$10,000.00**
128	Facilities:		
129	Lease/Purchase		$34,800.00
	(contract for one total year including facility upgrades)		
130	*Please list upgrades*		
131	Utilities (contract for one total year		$17,776.00
132	including facility upgrades)		
133	Insurance		$7,000.00
	(contract for one total year including facility upgrades):		
134	Property Insurance		$7,000.00
135	Content Insurance		
136			**$66,576.00**
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		$1,555, 873.75
	NET Balance		$312.25

KidSmart Cultural Arts Charter
2013-2014 Salary Schedule

Step	Range 1 BA	Range 2 BA plus 12	Range 3 BA plus 24	Range 4 M/BA plus 36	Range 5 MA plus 15	Range 6 MA plus 30
1	32,793	34,432	36,072	37,743	39,446	41,180
2	33,423	35,063	36,703	38,374	40,076	41,811
3	34,054	35,694	37,333	39,004	40,707	42,441
4	35,315	36,955	38,594	40,266	41,968	43,703
5	36,576	38,216	39,856	41,527	43,229	44,964
6	37,838	39,477	41,117	42,788	44,491	46,225
7	39,099	40,738	42,378	44,049	45,752	47,486
8	40,360	42,000	43,639	45,311	47,013	48,747
9	41,622	43,261	44,901	46,572	48,275	50,009
10	42,883	44,522	46,162	47,833	49,536	51,270
11	44,144	45,784	47,423	49,094	50,797	52,531
12	45,405	47,045	48,684	50,356	52,058	53,793
13	46,666	48,306	49,946	51,617	53,319	55,054
14	47,928	49,567	51,207	52,878	54,581	56,315
15	49,189	50,829	52,468	54,139	55,842	57,576
16	50,450	52,090	53,729	55,401	57,103	58,838
17			54,991	56,662	58,365	60,099
18				57,923	59,626	61,360
19					60,887	62,621
20						63,883

KidSmart Cultural Arts Charter
Salary Schedule
2013-2014

	9 1/4 MOS. (192)																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	32,793	33,423	34,054	35,315	36,576	37,838	39,099	40,360	41,622	42,883	44,144	45,405	46,666	47,928	49,189	50,450				
BA12	34,432	35,063	35,694	36,955	38,216	39,477	40,738	42,000	43,261	44,522	45,784	47,045	48,306	49,567	50,829	52,090				
BA24	36,072	36,703	37,333	38,594	39,856	41,117	42,378	43,639	44,901	46,162	47,423	48,684	49,946	51,207	52,468	53,729	54,991			
M/BA36	37,743	38,374	39,004	40,266	41,527	42,788	44,049	45,311	46,572	47,833	49,094	50,356	51,617	52,878	54,139	55,401	56,662	57,923		
MA15	39,446	40,076	40,707	41,968	43,229	44,491	45,752	47,013	48,275	49,536	50,797	52,058	53,319	54,581	55,842	57,103	58,365	59,626	60,887	
MA30	41,180	41,811	42,441	43,703	44,964	46,225	47,486	48,747	50,009	51,270	52,531	53,793	55,054	56,315	57,576	58,838	60,099	61,360	62,621	63,883
	9 1/2 MOS. (197)																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	33,647	34,294	34,941	36,235	37,529	38,823	40,117	41,411	42,705	43,999	45,294	46,588	47,882	49,176	50,470	51,764				
BA12	35,329	35,976	36,623	37,917	39,211	40,505	41,799	43,094	44,388	45,682	46,976	48,270	49,564	50,858	52,152	53,446				
BA24	37,011	37,658	38,305	39,599	40,894	42,188	43,482	44,776	46,070	47,364	48,658	49,952	51,246	52,540	53,835	55,129	56,423			
M/BA36	38,726	39,373	40,020	41,314	42,608	43,902	45,196	46,491	47,785	49,079	50,373	51,667	52,961	54,255	55,549	56,843	58,138	59,432		
MA15	40,473	41,120	41,767	43,061	44,355	45,650	46,944	48,238	49,532	50,826	52,120	53,414	54,708	56,002	57,296	58,591	59,885	61,179	62,473	
MA30	42,253	42,900	43,547	44,841	46,135	47,429	48,723	50,017	51,311	52,605	53,899	55,194	56,488	57,782	59,076	60,370	61,664	62,958	64,252	65,546
	9 3/4 MOS. (202)																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	34,501	35,164	35,828	37,154	38,481	39,808	41,135	42,462	43,789	45,116	46,443	47,770	49,097	50,424	51,751	53,078				
BA12	36,226	36,889	37,553	38,879	40,206	41,533	42,860	44,187	45,514	46,841	48,168	49,495	50,822	52,149	53,476	54,803				
BA24	37,951	38,614	39,278	40,605	41,931	43,258	44,585	45,912	47,239	48,566	49,893	51,220	52,547	53,874	55,201	56,528	57,855			
M/BA36	39,709	40,372	41,036	42,363	43,690	45,017	46,343	47,671	48,998	50,325	51,651	52,978	54,305	55,632	56,959	58,286	59,613	60,940		
MA15	41,500	42,164	42,827	44,154	45,481	46,808	48,135	49,462	50,789	52,116	53,443	54,770	56,097	57,423	58,751	60,078	61,404	62,731	64,058	
MA30	43,325	43,988	44,652	45,979	47,306	48,633	49,959	51,286	52,613	53,940	55,267	56,594	57,921	59,248	60,575	61,902	63,229	64,556	65,883	67,210
	10 MOS. (207)																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	35,355	36,034	36,714	38,074	39,434	40,794	42,153	43,513	44,873	46,233	47,593	48,952	50,312	51,672	53,032	54,391				
BA12	37,122	37,802	38,482	39,842	41,202	42,561	43,921	45,281	46,641	48,001	49,360	50,720	52,080	53,440	54,799	56,159				
BA24	38,890	39,570	40,250	41,610	42,969	44,329	45,689	47,049	48,409	49,768	51,128	52,488	53,848	55,207	56,567	57,927	59,287			
M/BA36	40,692	41,372	42,052	43,411	44,771	46,131	47,491	48,851	50,210	51,570	52,930	54,290	55,649	57,009	58,369	59,729	61,089	62,449		
MA15	42,527	43,207	43,887	45,247	46,607	47,967	49,327	50,686	52,046	53,406	54,766	56,125	57,485	58,845	60,205	61,565	62,924	64,284	65,644	
MA30	44,397	45,077	45,757	47,117	48,477	49,836	51,196	52,556	53,916	55,275	56,635	57,995	59,355	60,715	62,074	63,434	64,794	66,154	67,513	68,874
	10 1/4 MOS. (212)																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	36,209	36,905	37,601	38,994	40,386	41,779	43,172	44,565	45,957	47,350	48,742	50,135	51,528	52,920	54,313	55,705				
BA12	38,019	38,715	39,412	40,804	42,197	43,589	44,982	46,375	47,768	49,160	50,553	51,945	53,338	54,731	56,123	57,516				
BA24	39,829	40,526	41,222	42,615	44,007	45,400	46,792	48,185	49,578	50,971	52,363	53,756	55,148	56,541	57,934	59,326	60,719			
M/BA36	41,675	42,371	43,067	44,460	45,852	47,245	48,638	50,031	51,423	52,816	54,208	55,601	56,994	58,386	59,779	61,171	62,564	63,957		
MA15	43,555	44,251	44,947	46,340	47,732	49,125	50,518	51,911	53,303	54,696	56,088	57,481	58,874	60,266	61,659	63,052	64,444	65,837	67,230	
MA30	45,470	46,166	46,862	48,255	49,648	51,040	52,433	53,825	55,218	56,611	58,003	59,396	60,789	62,181	63,574	64,966	66,359	67,752	69,144	70,537

Top-out additional $2,000; Doctorate additional $500;
National Board Certification additional $3,000.

Article 9 Section L Pay
$25 /hour maximun $200 /day
Article 31 (Period Pay) $16.40

KidSmart Cultural Arts Charter
Salary Schedule
2013-2014

	10 1/2 MOS. (217)																			
	-	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	37,063	37,775	38,488	39,919	41,339	42,764	44,190	45,616	47,041	48,466	49,892	51,317	52,743	54 168	55,594	57,019				
BA12	38,913	39,628	40,341	41,767	43,192	44,617	46,043	47,469	48,894	50,320	51,745	53,170	54,596	56 02	57,447	58,872				
BA24	40,763	41,482	42,194	43,620	45,045	46,471	47,896	49,321	50,747	52,173	53,598	55,024	56,449	57 875	59,300	60,725	62,151			
MBA35	42,658	43,370	44,083	45,508	46,934	48,359	49,785	51,211	52,636	54,061	55,487	56,912	58,338	59 763	61,189	62,614	64,040	65,465		
MA15	44,582	45,295	46,007	47,433	48,858	50,284	51,709	53, 35	54,560	55,986	57,4 1	58,837	60,262	61 688	63,113	64,539	65,964	67,390	68,815	
MA30	46,542	47,255	47,968	49,393	50,818	52,244	53,669	55,095	56,520	57,946	59,371	60,797	62,222	63 648	65,073	66,499	67,924	69,350	70,775	72,201
	10 3/4 MOS. (222)																			
	-	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	37,917	38,646	39,375	40,833	42,291	43,750	45,208	46,667	48,125	49,583	51,041	52,500	53,958	55 416	56,875	58,333				
BA12	39,812	40,542	41,271	42,729	44,187	45,646	47,104	48,562	50,021	51,479	52,937	54,396	55,854	57 312	58,770	60,229				
BA24	41,708	42,437	43,167	44,625	46,083	47,541	49,000	50,458	51,917	53,375	54,833	56,291	57,750	59 208	60,666	62,125	63,583			
MBA35	43,640	44,370	45,099	46,557	48,015	49,474	50,932	52,391	53,849	55,307	56,765	58,224	59,682	61 140	62,599	64,057	65,515	66,974		
MA15	45,609	46,338	47,067	48,526	49,984	5 ,443	52,901	54,359	55,817	57,276	58,734	60,192	61,651	63 109	64,568	66,026	67,484	68,942	70,401	
MA30	47,615	48,344	49,073	50,531	51,989	53,448	54,906	56,364	57,823	59,281	60,739	62,198	63,656	65 114	66,573	68,031	69,489	70,947	72,406	73,864
	11 MOS. (227)																			
	-	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	38,771	39,5 6	40,262	41,753	43,244	44,735	46,226	47,718	49,209	50,700	52,191	53,682	55,173	56 664	58,156	59,647				
BA12	40,709	41,455	42,200	43,691	45,182	46,674	48,165	49,656	51,147	52,638	54,130	55,621	57,112	58 603	60,094	61,585				
BA24	42,648	43,393	44,139	45,630	47,121	48,612	50,103	51,594	53,086	54,577	56,068	57,559	59,050	60 542	62,033	63,524	65,015			
MBA35	44,623	45,369	46,114	47,606	49,097	50,588	52,079	53,571	55,062	56,553	58,044	59,535	61,026	62 517	64,008	65,500	66,991	68,482		
MA15	46,638	47,382	48,127	49,619	51,110	52,601	54,092	55,584	57,075	58,566	60,057	61,548	63,039	64 530	66,022	67,513	69,004	70,495	71,986	
MA30	48,687	49,433	50,178	51,669	53,160	54,651	56,143	57,634	59,125	60,616	62,107	63,599	65,090	66 58	68,072	69,563	71,054	72,545	74,037	75,528
	12 MOS. (247)																			
	-	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
BA	42,187	42,998	43,809	45,431	47,054	48,676	50,299	51,922	53,544	55,167	56,789	58,412	60,034	61 657	63,279	64,902				
BA12	44,298	45,107	45,918	47,541	49,163	50,786	52,408	54,031	55,654	57,276	58,899	60,521	62,144	63 766	65,389	67,011				
BA24	46,405	47,2 6	48,028	49,650	51,273	52,895	54,518	56, 40	57,763	59,386	61,008	62,631	64,253	65 876	67,498	69,121	70,743			
MBA35	48,555	49,366	50,177	51,800	53,422	55,045	56,667	58,290	59,913	61,535	63,158	64,780	66,403	68 025	69,648	71,270	72,893	74,516		
MA15	50,745	51,557	52,368	53,990	55,613	57,236	58,858	60,481	62,103	63,726	65,348	66,971	68,593	70 216	71,839	73,461	75,084	76,706	78,329	
MA30	52,977	53,788	54,599	56,222	57,844	59,467	61,089	62,712	64,334	65,957	67,580	69,202	70,825	72 447	74,070	75,692	77,315	78,937	80,560	82,182

Top-out additional $2,000; Doctorate additional $500;
National Board Certification additional $3,000.

Article 9 Section L Pay
$25 /hour maximun $200 /day
Article 31 (Period Pay) $16.40

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248421964
July 25, 2011 LTR 4168C E0
71-0845308 000000 00
00018427
BODC: SB

KIDSMART EDUCATIONAL SERVICES
KIDSMART EDUCATIONAL SERVICES
PO BOX 191042
LITTLE ROCK AR 72219-1042

051145

Employer Identification Number: 71-0845308
Person to Contact: MS. MITCHELL
Toll Free Telephone Number: 1-877-829-5500

Dear TAXPAYER:

This is in response to your July 14, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in APRIL 2011.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

SECRETARY OF STATE

Sharon Priest
SECRETARY OF STATE

CERTIFICATE OF INCORPORATION OF DOMESTIC NON-PROFIT CORPORATION

To All to Whom These Presents Shall Come, Greetings:

I, Sharon Priest, Secretary of State of Arkansas, do hereby certify that

KID SMART EDUCATIONAL SERVICES/TUTORING CENTER

has filed in the office of the Secretary of State, a duly certified copy of its Articles of Association in compliance with the provisions of the law, with their petition for incorporation under the name or style of

KID SMART EDUCATIONAL SERVICES/TUTORING CENTER

they are therefore hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

1

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 26th day of March 2001.

Sharon Priest

Arkansas Secretary of State
Charlie Daniels

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

I, Charlie Daniels, 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 following and hereto attached instrument of writing is a true and perfect copy of

All Corporate records on file for

KID SMART EDUCATIONAL SERVICES/TUTORING CENTER

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 19th day of March 2009.

Charlie Daniels

Charlie Daniels

KidSmart Cultural Arts Charter School

Community Interest Meeting

Sunday, August 26, 2012

4:00 p.m.

University of Arkansas Cooperative Extension Service

1. Jean Sivley, 1024 Mallm St; L.R., AR 72207, Cell Phone 501-681-2666
2.
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28.

Our organization will apply to the
Arkansas State Board of Education to open a proposed charter school in Southwest Little Rock for the 2013-2014 school year.
Please sign below if you are interested in receiving more information about the school's program.

Name	Number of Children	Current School District (if applicable)
EMMA Herrera	1	
ALTAGRACIASANCHEZ	1	LR
Rayalina Perez	3	LR
Sylvia Allen	1	LR
LaTina Johnson	2	LR
Krysta Lewis	1	LR
Samantha Nelson	3	LR
Rosa Coronado	2	LR.
Angela Dickerson	1	L.R.
Daniq Pridgeon	1	LR
Joni Quinn	3	LR
Shunnda Gandy	2	LR
Erika Moreno	2	LR
[illegible]	2	LR
Jekni Washington	2	LR
Claudia Burks	1	LR
Katonja Riley	2	NLR
Bernadette Kirby	2	LR
Maira Hernandez	1	
Tamara Walker	1	Little rock
Roslyn Williams	2	LR
Shannon Piggee	2	LR
Jasman Man	3	LR
Jessica walker	4	LR
Yasman Jones	5	LR

Our organization will apply to the **Arkansas State Board of Education** to open a proposed charter school in **Southwest Little Rock** for the 2013-2014 school year.
Please sign below if you are interested in receiving more information about the school's program.

Name	Address	Number of Children	School District	Would you like to receive information?
Jarethia Nelson	7320 Dehlia Dr 72209	3	Little Rock	yes
Adrian Sebastian	3600 Springer Blvd 72206 #424	3	L.R.	Yes
				yes

Our organization will apply to the Arkansas State Board of Education to open a proposed charter school in Southwest Little Rock for the 2013-2014 school year. Please sign below if you are interested in receiving more information about the school's program.

Name	Address	Number of Children	School District	Would you like to receive information?
Pamelia Merecka	8700 Drehen Apt 19	1	Pulaski	yes
Jasmine Coleman	9425 Labette Dr	2	Little Rock	yes
Gianni Bruno	7717 Clarkbrook Rd	1	[illegible]	yes
LaQuestia Dawkins	9400 Stagecoach Apt 711	1	Pulaski	yes

Dee Brown Library
6325 Baseline Road
Little Rock, AR 72209
501-568-7494

KidSmart
3516 Baseline Road
Little Rock, AR 72209

18 August 2012

Dear Ms. Pettus,

Thank you for your inquiry regarding the KidSmart Charter School using the Dee Brown Public Library as their school library. Once your school is formed, the Dee Brown Library welcomes and invites your students to make weekly visits as needed and to use all of the library recourses we have available. While the Dee Brown Library will not be responsible for creating any kind of library curriculum for your students, we will provide your students with access to all of our resources, including books, reference materials, databases, and internet access.

In order to obtain a library card, each student should visit the library with a parent or guardian who has a photo ID. The students can apply for a card that day, and the card will be mailed to their home address; patrons usually receive their cards in approximately one week. If a parent is unable to visit the library with their child, the child may apply for a card in the presence of a school teacher who can verify the identity and address of the child. The card will still be mailed to the child's home address. The day students apply for their cards their checkout is limited to one item. After the card is received in the mail, the student may checkout up to 200 items at a time, including five DVDs.

We look forward to working with you and your students in the future.

Sincerely,

Sarah K. McClure
Librarian, Manager
Dee Brown Library
mcclure@cals.org

United Family Services, Inc
P. O. Box 3596
715 W. 2nd.
Little Rock, AR 72201 –3596

Letter of Support

August 29, 2012

Tiffany Pettus
KidSmart Educational Services
PO Box 195111
Little Rock, AR 72209

Dear Mrs. Pettus

United Family Services is pleased to partner with KidSmart Educational Services and the proposed KidSmart Cultural Arts School of Little Rock, Arkansas in their endeavors to establish a free, open-enrollment public charter school. United Family Services provides comprehensive programs for juveniles that serve as an alternative to the Courts and Division of Youth Services for out of home placement. Through our partnership, United Family Services will provide the following programs serving youth and families in Central Arkansas and Pine Bluff:

- Parenting Education
- Emergency Shelter
- Residential Treatment
- Prevention/Intervention
- Casework
- Aftercare
- Therapy

United Family Services is a non-profit organization dedicated to providing intervention and outreach programs for youth and families.

Thank You

Levi Thomas

Levi Thomas, Executive Director

Cc: Evette Hill, Casemanager Supervisor

501-376-0111
Fax: 501-376-2619
Fax: 501-376-2918

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

Tiffany Pettus Date: 8/28/12

Signature of
President of the Sponsoring Entity Board of Directors

TIFFANY Pettus

Print or type name

2012-2013 Application Cycle

Additional Documents

KidSmart Cultural Arts Charter
Little Rock, Arkansas

KidSmart Cultural Arts Charter

Public Charter School Application

Estimated Budget Worksheet Using Template as Provided

2013-2014

Line #	Revenues	Amount	Total
1	State Public Charter School Aid		
2	No. of Students (160) x $6,267.00		
	State Foundation Funding		$1,002,720.00
3			
4	No. of Students (160) x $42.38 Professional Development		$7,204.60
5	No. of Students (150) x eligible rate* NSLA Funding		$232,350.00
6	Total State Charter School Aid		**$1,242,274.60**
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		**$1,242,274.60**
17			
18	**Expenditures**	Amount	**Total**
19	Administration:		School Principal
20	Salaries:*(No. of Positions 4.0)*	$140,000.00	Curriculum Director
		$30,000.00	
			Administrative Assistant
21	Fringe Benefits	$42,500.00	
22	Purchased Services		
23	Supplies and Materials	$20,000.00	Office supplies
24	Equipment		Computers, printers
25	Other *(Describe)*	$10,000.00	file cabinets
26			**$242,500.00**
27	Regular Classroom Instruction:		12 Classroom teachers
28	Salaries: *(No. of Positions-17)*	$393,133.60	3 paraprofessionals
29	Fringe Benefits	$98,283.40	2 specialists
30	Purchased Services		
			Professional Development
			Assessment/Data Services

KidSmart Proposed Budget 2012-2013

31	Supplies and Materials	$81,000.00	Telecommunications Classroom supplies Textbooks copy and printing postage
32	Equipment	$55,000.00	Classroom furniture, computers, server wireless network
33	Other *(Describe)*		
34			**$627,417.00**
35	Special Education:		
36	Salaries: *(No. of Positions 1.0)*	$40,000.00	1 Special Needs Teacher
37	Fringe Benefits	$10,000.00	
38	Purchased Services		
39	Supplies and Materials	$3,200.00	Supplemental Materials
40	Equipment		
41	Other *(Describe*		
42			**$53,200.00**
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			
51	Alternative Education Program:		
52	Salaries: *(No. of Positions___)*		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other *(Describe)*		
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		

66			
67	Health Services:		
68	Salaries: *(No. of Positions_(0.5)*	$19,000.00	Part-time Nurse
69	Fringe Benefits	$4,750.00	
70	Purchased Services		
71	Supplies and Materials	$2,400.00	Consumables
72	Equipment		
73	Other *(Describe)*	$3,500.00	Refrigerator, Exam Chair locked medicine cabinet desk, chair, scale
74			**$29,650.00**
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		
82			
83	Fiscal Services:	$19,000	Business Manager
84	Salaries: *(No. of Positions_0.5_)*	$4,750.00	
85	Fringe Benefits		Accounting, Audit
86	Purchased Services	$15,000.00	Legal
87	Supplies and Materials		Printing, Annual Reports
88	Equipment		
89	Other *(Describe)*		
90			**$38,750.00**
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions_1__)*	$26,000.00	Custodian
93	Fringe Benefits	$6,500.00	
94	Purchased Services	$10,500.00	Landscape, Cleaning
95	(include utilities)		contract, repairs
96	Supplies and Materials		waste removal
97	Equipment		
98	Other *(Describe)*		
99			**$43,000.00**
100	Transportation		
101	Salaries: *(No. of Positions 0)*		
102	Fringe Benefits		
103	Purchased Services	Bus Passes	$5,000.00

104	Supplies and Materials	Contract Transportation		
105	Equipment			
106	Other *(Describe)*			
107				
108	Food Services:			
109	Salaries: *(No. of Positions_2.0_)*	$50,000.00		
110	Fringe Benefits	$12,500.00		
111	Purchased Services	$60,500.00	Food, Milk contracts	
112	Supplies and Materials			
113	Equipment			
114	Other *(Describe*			
115			**$123,000.00**	
116	Data Processing:			
117	Salaries: *(No. of Positions_2.0)*			
118	Fringe Benefits			
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other *(Describe)*			
123				
124	Substitute Personnel:			
125	Salaries: *(No. of Positions__)*		$10,000.00	

126	Fringe Benefits	
127		**$10,000.00**
128	Facilities:	
129	Lease/Purchase (contract for one total year including facility upgrades)	$32,400.00
130	*Please list upgrades*	
131	Utilities (contract for one total year	
132	including facility upgrades)	$17, 776.00
133	Insurance (contract for one total year including facility upgrades):	$7,000.00
134	Property Insurance	$7,000.00
135	Content Insurance	
136		**$64,176.00**
137	Debt Expenditures:	
138	Other Expenditures:	
139	*(Describe)*	
140		
141	**TOTAL EXPENDITURES**	$1,236,693.00
	NET BALANCE	**$5,581.60**

KidSmart Cultural Arts Charter

Public Charter School Application

Estimated Budget Worksheet Using Template as Provided

2014-2015

Line #	Revenues	Amount	Total
1	State Public Charter School Aid		
2	No. of Students (200) x $6,267.00		
	State Foundation Funding		$1,253,400.00
3			
4	No. of Students (200) x $42.38 Professional Development		$8,476.00
5	No. of Students (190) x eligible rate* NSLA Funding		$294,310.00
6	Total State Charter School Aid		**$302,786.00**
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		**$1,556,186.00**
17			
18	**Expenditures**	Amount	**Total**
19	Administration:		School Principal
20	Salaries:*(No. of Positions 2.0)*	$140,000.00	Curriculum Director
		$65,000.00	Registrar
			Secretary
21	Fringe Benefits	$51,250.00	
22	Purchased Services		
23	Supplies and Materials	$20,000.00	Office supplies
24	Equipment	$10,000.00	Computers, printers
25	Other *(Describe)*		file cabinets
26			
27	Regular Classroom Instruction:		13 Classroom teachers
28	Salaries: *(No. of Positions) -17*	$515,764.96	2 paraprofessionals
29	Fringe Benefits	$128,941.24	2 specialists
30	Purchased Services	$75,000.00	
			Professional Development
			Assessment/Data Services
			Telecommunications

31	Supplies and Materials	$100,000.00	Classroom supplies Textbooks, field trips copy and printing postage
32	Equipment	$50,000.00	Classroom furniture, computers, server wireless network
33	Other *(Describe)*		**$869,706.20**
34			
35	Special Education:		
36	Salaries: *(No. of Positions 1.0)*	$40,000.00	1 Special Needs Teacher
37	Fringe Benefits	$10,000.00	
38	Purchased Services		
39	Supplies and Materials	$4,000.00	Supplemental Materials
40	Equipment		
41	Other *(Describe*		**$54,000.00**
42			
43	Gifted and Talented Program:		
44	Salaries: *(No. of Positions___)*		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other *(Describe*		
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)*		
58			
59	Guidance Services:		
60	Salaries: *(No. of Positions___)*		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		
66			

KidSmart Budget 2014-2015

67	Health Services:		
68	Salaries: *(No. of Positions-(0.5)*	$19,000.00	Part-time Nurse
69	Fringe Benefits	$4,750.00	
70	Purchased Services		
71	Supplies and Materials	$2,400.00	Consumables
72	Equipment		
73	Other *(Describe)*	$3,500.00	Refrigerator, Exam Chair locked medicine cabinet desk, chair, scale
74			**$29,650.00**
75	Media Services:		
76	Salaries: *(No. of Positions___)*		
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions 0.5)*	$19,000.00	
85	Fringe Benefits	$4,750.00	Accounting, Audit
86	Purchased Services	$15,000.00	Legal
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		
90			**$38,750.00**
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions- (1)*	$28,000.00	
93	Fringe Benefits	$7,000.00	Custodian
94	Purchased Services		Landscape, Cleaning
95	(include utilities)		contract, repairs
96	Supplies and Materials	$10,000.00	waste removal
97	Equipment	$10,000.00	
98	Other *(Describe)*		**$55,000.00**
99			
100	Transportation		
101	Salaries: *(No. of Positions)*		
102	Fringe Benefits		
103	Purchased Services	$10,000.00	Bus Passes
104	Supplies and Materials		
105	Equipment		Transportation Contracts

106	Other *(Describe)*		
107			**$10,000.00**
108	Food Services:	$45,000.00	
109	Salaries: *(No. of Positions_2.0_)*	$6,750.00	
110	Fringe Benefits		
111	Purchased Services	$78,000.00	Food, Milk contracts
112	Supplies and Materials		
113	Equipment		
114	Other *(Describe*		
115			$129,750.00
116	Data Processing:		
117	Salaries: *(No. of Positions_1.0)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions__)*		$10,000.00
126	Fringe Benefits		
127			**$10,000.00**
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		$34,800.00
130	*Please list upgrades*		
131	Utilities (contract for one total year		$17,776.00
132	including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		$7,000.00
134	Property Insurance		$7,000.00
135	Content Insurance		
136			**$66,576.00**
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		**$1,549,682.20**
	NET Balance		$6,503.80

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Genuine Parts Company U.S. Automotive Parts Group

Lessee (Tenant): KidSmart Educational Services

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:

Premises: Vacant
3425 Baseline Road Little Rock, AR 72209
address
8,000
square footage

Terms of Lease: Five Years

Rental Amount: Year 1 - $2,700 mo. Year 2 - $2,900 mo. Years 3,4 & 5 - $3,200 mo.

Contingency: The terms of this agreement are contingent upon KidSmart Educational Services (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Kidsmart Educational Services, Inc.

By Steve Pitt

Lessor:

Genuine Parts Company

By

SCOTT C. SMITH
Senior Vice President
Corporate Counsel

Date 10/1/12

Date 10/8/2012

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 28, 2012

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Re: KidSmart Cultural Arts Charter School Application

Dear Dr. Kimbrell:

On September 27, 2012, the LRSD Board of Directors voted unanimously not to approve the KidSmart Cultural Arts Charter School application for the following reasons:

1. The KidSmart vision statement on page 4 of the application states, "Utilize an interdisciplinary, cultural, arts-infused approach interwoven into literacy and mathematics to enrich learning." The Reading and Literacy (p. 12) and Mathematics (p. 13) descriptions in the application do not even mention how the arts will be infused into literacy and math. They describe traditional programs.

2. KidSmart inaccurately contends that "Watson Elementary did not meet standards for Mathematics during the 2011 school year." Watson Elementary met standards in math by Safe Harbor for the 2010-11 school year. 66.2 % of the students were proficient or advanced in Mathematics.

3. KidSmart claims on page 11 of its application that it "is committed to advancing technology skills for learners," but makes no mention of the number of computers or iPads that will be available in the school.

4. The KidSmart application refers to the *Iowa Test of Basic Skills* as the "International Test of Basic Skills" and to the *Arkansas Augmented Benchmark Exam* as the Aggregated Arkansas Benchmark Exams. Anyone in education should know the proper names of these two State-required exams.

5. At pages 18 to 20 of its application, KidSmart purports to establish achievement objectives which would exceed the academic growth of students at Baseline Elementary School. In fact, the achievement objectives are extraordinarily low. The KidSmart objectives fall below both the current benchmark scores at Baseline and the Annual Measureable Objectives for Baseline.

6. KidSmart will not provide transportation except for public transportation bus passes. This means that the school would not be available to the most disadvantaged students in Little Rock.

7. KidSmart seeks exemptions from most Arkansas laws which establish qualifications, compensation and due process for teachers and staff.

8. KidSmart seeks to waive the requirements for a media center, a gifted and talented program and a guidance and counseling program.

9. The KidSmart budget is unclear concerning its proposed expenditures for administration. The 2013-14 budget shows four positions (School Principal, Curriculum Director, Registrar, Secretary) but only two salary amounts ($140,000 and $65,000). It is not clear whether all four positions are actually included in the budget.

10. The KidSmart proposed budget shows funding for only one Special Education Teacher, which is inadequate to address the many categories of children with disabilities.

In addition to the specific concerns listed above, the Arkansas Department of Education and the Arkansas State Board of Education are aware of LRSD's general concerns about the proliferation of unconditionally approved open enrollment charter schools in Pulaski County in violation of the

1989 Settlement Agreement and related federal court orders. LRSD's most recent articulation of those concerns can be found in its Motion to Enforce the 1989 Settlement Agreement and Motion for Summary Judgment, both of which have previously been provided to ADE and SBE.

The concerns set forth above about the educational quality and financial stability of the proposed KidSmart Cultural Arts Charter School caused the LRSD Board of Directors to unanimously reject this application. The State Board of Education should do the same.

Sincerely,

Morris Holmes
Superintendent

cc: Dr. Mary Ann Duncan
Charter Schools, Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601
Little Rock, Arkansas 72216
www.pcssd.org
(501) 234-2000

September 28, 2012

Tom W. Kimbrell, Ed.D.
Commissioner of Education
Arkansas Department of Education
Four Capital Mall
Little Rock AR 72201-1019

Re: Pending Charter School Applications

Dear Commissioner Kimbrell:

The following are some comments and concerns regarding the pending charter school applications.

First, PCSSD understands Lighthouse recently withdrew its application. We will, therefore, not comment upon it.

We also believe that the Arkansas Leadership Academy application has multiple flaws, is incomplete and does not even identify a facility to house the school.

I recall writing to you last year about the KidSmart application which I recall the state board rejected. We are concerned about the extent of the waivers sought which include such basic things as teacher and staff qualifications, compensation, and waivers for a guidance and counseling program, a gifted and talented program and even a media center. Also, as is the case with most of the charter schools, they do not propose to provide transportation.

The Premier application contains some of the same deficiencies including no transportation, extensive waivers including waivers for teacher qualifications, compensation, and the like. We also believe the desegregation impact analysis is deficient upon its face as is that for KidSmart.

On balance, and consistent with previous PCSSD policy, we believe these concerns are sufficient to warrant our opposition to these applications.

Sincerely,

Dr. Jerry Guess
Superintendent

cc: Jeremy C. Lasiter, General Counsel
Ms. Phyllis Stewart, State Board Office

KIDSMART CULTURAL ARTS CHARTER

Name of the proposed charter school:	KidSmart Cultural Arts Charter
Grade level(s):	K-8
Student enrollment cap:	300
Name of the sponsoring entity:	KidSmart Educational Services
Address:	3425 Baseline Road Little Rock, AR 72209

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-15-1004	Qualified teachers in every public school classroom
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waiver
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary (classified employees)
6-17-2403	Minimum teacher compensation scale
6-18-1001 et seq.	Public School Student Services Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media services
18	Gifted and Talented Education

Waiver Requested from the following:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing the Superintendent Mentoring Program

2012-2013 Application Cycle

Review Council Overview

America's Charter School
Lincoln, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

October 12, 2012

Dr. Frank Holman
America's Charter School – Arkansas
206 W. Holt Rd.
Lincoln, AR 72744

Re: America's Charter School Public Charter School Application

Dear Dr. Holman:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

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 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

America's Charter School Lincoln, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan		X	
Standard 14: Financial & 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
TOTAL	0	4	17

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

America's Charter School
Lincoln, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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 WITH RESPONSES

Name of Proposed School: **AMERICA'S CHARTER SCHOOL**

Eligible entity status:
☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application: **Pending**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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.

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Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide valid and reliable data on the need for a charter school as an alternative to the traditional schools in the area to be served.	

Response: Like much of the state of Arkansas, Washington and Benton counties have a need for educational options especially for secondary students. One of the most significant data from the Arkansas Department of Education's Data Center is that there were over 2,300 drop-outs in the two counties of the proposed America's Charter School. This represents 20% of the student drop-outs for the state in the two counties (Washington and Benton). Parent and students are currently exercising their option for school choice by selecting home schooling. There are over 3,200 home school students in the two counties. Why are these two related data indicators so powerful, because the need for choice is going to be emphasized when the new ESEA Flexibility findings are released to the public? There are several schools that have been identified as priority or focus school because they have not met the educational standards established by the Arkansas Department of Education. These facts indicate the need for an option for secondary students in Benton and Washington counties.

The specific focus of the America's Charter School, was designed intentionally to address another issue found in Washington and Benton Counties. Access to high quality college and career technical coursework is not easily available, especially for students in the rural areas of the two counties.

Even though no statistical data is available, personal experience and conversations with other school administrators in Northwest Arkansas clearly show that students in the rural areas of the two counties have a difficult time taking college and career technical classes in vocational centers due to two major obstacles: 1) Distance and travel time from the rural settings to the vocational schools. 2) Lack of available seats in these centers because these centers are located in larger cities and in close proximity to large school district.

Due to these limiting factors, students in the rural parts of the two counties are not receiving the same opportunities to be served and provided the same access to college and career technical offerings as students who live in the larger cities in our area. As a result they are not properly prepared for entry into post secondary education or careers.

Many of the smaller rural areas are paying a higher percentage of their foundation aid for transportation of students and access to higher bandwidth and as a result fewer dollars are able to flow into high tech devices and digital media for curriculum and instruction.

Students sometimes are not able to fit into a traditional comprehensive high school and need more individual attention and flexibility to be able to continue on their educational track. Several factors may cause the difficult time for students to connect including:

- **At-risk behaviors;**
- **Lack of a focus and goals;**
- **Needing to work and support their family;**
- **Hopelessness associated with not being successful in the past and giving up;**
- **Language barriers;**
- **Credits lost due to attendance and/or;**
- **A lack of parental support.**

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a specific rationale for the ways in which the charter school will enhance or expand the educational options currently available to the school's target student population. **Very little detail about the locations where students will be physically served is provided. Include the specific criteria that will be used to determine when a student will be allowed to work at home and the specific criteria that will be used to determine that a student is required to work at the school site.** **Provide a clear organization of the school day that meets minimum state requirements for length of day. The required seat time and physical location of the students are unclear.** **Provide more detail about the ways in which collaboration and project-based learning will be facilitated among students. Explain how students will communicate with one another.** **Describe how the complete frameworks for Oral Communication, Arkansas History, and Fine Arts will be incorporated into other courses in order to meet the standards for graduation.** **Explain how physical education credit will be earned.** **Explain how the required science laboratories will be conducted.**	**Pages 8-14**

Provide a specific rationale for the ways in which the charter school will enhance or expand the educational options currently available to the school's target student population.

Response: Because the targeted populations of students who will be served in this school are, for the most part, not participating in public education this school will unquestionably enhance and expand the educational options they presently have. In addition to providing these students with a viable educational opportunity these students will be able to use the latest technology, software, digital tools, and credit recovery programs to enhance and expand more offerings. The student will be a part of a collaborative work environment for teachers, students, parents, and community members. They will have more engagement with teachers on a one to one basis than in the traditional classroom setting by having specific assignments and feedback from the teacher. The amount of time spent with a teacher will almost double from the traditional classroom as the classroom will be flipped where students are given assignments to listen and watch video presentations at home, while assignments will be real world projects and students will work with peers, teachers, and experts in the field to produce their work. They are able to work at their own pace with extra help and support from the teacher through workshops, extra help sessions, and connected to a teacher outside the traditional day.

This type of delivery will enhance the student learning and provide a personalized and customized learning plan for every student.

Classroom Model	Instructional Delivery	Time	Resources	Learning
Traditional Classroom Setting- brick and mortar	1. Classroom Attendance, Review Previous Day Homework 2.Introduction of Objective 3.Teach to Objective 4.Guided Practice 5. Homework	8:00-3:30 Five Days a week 10 min 10 min 20 min 8 min 2 min Teach, Test, Move On-more standards to cover	Textbooks, Review Material, Notes taken in class, sometimes additional tutoring, and help after school, homework hotline	Restricted to pedagogy of the teacher
Blended Virtual Setting can be anywhere Classroom with Echo and HQT's	Hours and Hours have been spent working with integrated teachers to plan project with all standards being taught for mastery	24/7 with Scheduled time for content as well as extra help, with a great deal of flexibility 1.Role out the Project 2. Need to Knows 3. Rubrics for grading 4. Contract for team and collaborative activities 5. Time Schedule	Model Projects, Collaborative Team, Peer Reviews, Rubrics for clearly understanding expectations, Videos for 24/7 access, Skype with teachers or your team, or an expert in the field in your community or the world.	Use adaptive and interactive software and customized to students needs Constant feedback- written and oral, workshops for extra help, On site help, Presentation and feedback based on rubrics, Scored based on content mastery, and all other skills (Attendance, Work Ethic, Communications, IT Literacy, Critical Thinking and Problem Solving, Innovation and Creativity, Teamwork and Real World Application

Very little detail about the locations where students will be physically served is provided. Include the specific criteria that will be used to determine when a student will be allowed to work at home and the specific criteria that will be used to determine that a student is required to work at the school site.

Students will primarily work at home and in a collaborative environment using Echo. Echo is New Tech Network's learning management system (LMS) designed to support project-based learning (PBL), facilitate communication and collaboration, and improve teacher practice. Teachers, students, and parents at New Tech high schools use Echo on a daily basis to access course resources, project plans, assignments, a multi-dimensional gradebook, online groups, and an extensive library of instructional resources for teachers. Google Apps for Education is seamlessly integrated into the platform, providing schools with a powerful suite of communication and publishing tools including Gmail, Google Docs, and Google Sites. Also iBooks, ePub documents, iMovie Projects uploaded to You Tube Channel or Vimeo.

Echo is delivered as a web-based service that is accessible 24/7 via any web browser with an Internet connection. It is built on New Tech's deep experience with technology-enhanced, PBL instruction and assessment practices, and it includes access to hundreds of exemplary projects that can be easily customized and implemented by teachers. As a result, Echo is an integral component of New Tech Network's professional development programs. Students access The Echo System for projects, peer review, feedback, grading, and collaborative tools with the New Tech Network.

Students that are struggling and having difficulty will have workshop time to help them catch up with the necessary skills and projects. Students will have extra time on-line with teachers scheduled to have one to one face time using Skype, FaceTime or other digital tools for catching up. Students that are still struggling and needing extra help will be able to come on site in Lincoln working with content teachers. We will be able to accommodate 50 students at a time with the facility and will have it open for extra help and tutoring as needed but scheduled for Monday, Tuesday, and Thursday evenings. Lastly if a student is not progressing and not engaged in the required assignments they will be required to be on site until they have caught up and are back on track.

Provide a clear organization of the school day that meets minimum state requirements for length of day. The required seat time and physical location of the students are unclear.

The length of day, time per week, and seat time will be met but in a blended virtual setting using digital tools, digital resources, and mastery learning. Although we are asking for a waiver from the standards governing seat time and length of school day we will be able to demonstrate that students will spend much more than the 30 hours per week engaged in the work and assignments. They will be learning the material and standards in a collaborative environment in a blended virtual setting. Most of the time students will be off site and generally working from home. This school will move from seat time as an indicator of success to mastery learning with actual application of learning and the ability to apply the learning in many different situations and not just on a test.

The amount of time will be documented in the echo student management system as well as performance indicators for all students as part of the rubrics for accountability.

Provide more detail about the ways in which collaboration and project-based learning will be facilitated among students. Explain how students will communicate with one another.

We have been working on project-based learning for three years using many different tools and resources including: The Buck Institute, Apple Classrooms of Tomorrow Today (ACOTT), Discovery Learning and Gizmos, Khan Academy, and the New Tech Network. Students have access to all of these tools and more and will be able to communicate using the ECHO student management/project based system as well as Google documents, Skype, FaceTime and other electronic media tools.

Each student will have access to computers, digital devices, software, and collaborative tools in a safe electronic environment to produce their projects and work together under the supervision of a teacher.

Describe how the complete frameworks for Oral Communication, Arkansas History, and Fine Arts will be incorporated into other courses in order to meet the standards for graduation.

Part of the design for the project based learning design is to start with the standards being taught, and all projects/problems are structured and designed to teach the standards. Students are held accountable for the standards in that course and take ownership and accountability for their learning. In the case of Oral Communications students will learn all the different standards and also have numerous occasions to present their learning using presentations, projects, as well as defend their learning to experts in the field. Oral and written communications, IT Literacy, and the ability to apply the learning are integrated into all aspects of the students experience and students are given grades based on those skills.

Arkansas History and Fine Arts will be taught in a similar fashion with students learning through project design and integrated in different content the same standards. Arkansas History could be integrated with history or English in a real world context of learning. Fine arts will be integrated with almost all content areas as well using a variety of projects and presentations for understanding the required content in a real world setting.

Explain how physical education credit will be earned.

Students will focus on a health and wellness curriculum and life long skills. We will use the resources of ASCD Whole Child initiative to integrate into the curriculum for a healthy, safe, supportive, engaged, challenged and sustained environment. Students will be required to document 200 minutes of activity per week as part of their PE credit.
The physical education content is designed to give the student an opportunity to explore avenues other than the traditional physical education program. To be successful in this program a student should enjoy physical fitness and have the responsibility and discipline necessary to benefit from the freedom this opportunity

provides. Students enrolled in this class must have some type of activity in mind to satisfy course requirements. PE credit will be awarded in one-half (1/2) credit units of 100 hours of activity. Activities may include lessons, club sports, or personal exercise programs. Activities are supervised and evaluated by charter personnel and signed off by the parent. Students may engage in physical fitness that involves cardiovascular activity (i.e. rollerblading, jogging, biking, walking, etc.). The student will be required to submit in writing and certified by a parent, a description of the activities used to fulfill the course expectations.

The following physical activities are approved:

- **health-related fitness activities**
- **aerobic exercise**
- **team sports**
- **individual and dual sports**
- **gymnastics**
- **self-defense**
- **aquatics**
- **dance**
- **recreational games**

This wellness program is very important to the school's philosophy. Weight, height, body fat, and blood pressure are important factors for life long fitness and healthy living.

Explain how the required science laboratories will be conducted.

Students will have a waiver for required lab time but will also have access to virtual labs and assimilations for all lab activities using Science Gizmos and other digital lab tools. A majority of the assignments will require hands-on activities and assimilated labs to apply their new learning.

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 are 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain how charter personnel will document students' 80% mastery of Student Learning Expectations (SLEs) by the end of each school year in order to report progress in meeting goals to the State Board of Education.	**Page 15**

Response: Students will take the North West Education Association (NWEA) Measures of Academic Progress assessments and teacher developed testing to determine an individualized growth measure that will identify academic skills mastered and skills that require assistance. Each student will have a specific report of skill proficiency based on the quarterly assessments. The results will be shared with the individual students and they will be involved in, determining, what growth they need to achieve in order to achieve mastery as related to grade level proficiency of the Common Core Standards and content. The software will allow teachers to set mastery levels before students are able to move on to another set of skills. Teachers will be able to monitor student's progress, assign them to workshops for extra help, keep them moving and making progress and achieve mastery of the content.

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 rational 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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information regarding the school districts to be affected by charter.	**Page 16**

Response: The primary area served will be the schools in Washington and Benton Counties with an emphasis on the rural schools in the area. We anticipate having 250 students from the five big schools (Fayetteville, Springdale, Rogers, Bentonville, and Siloam Spring) and the remainder of the 250 from the other 11 schools or about 25 students per district. (Lincoln, Prairie Grove, Farmington, West Fork, Greenland, Elkins, Huntsville, Pea Ridge, Decatur, Gentry, and Gravette).

According to the 2-11-2012 enrollment information housed on the Department of Education Data Center's website, the school districts listed above contained the following number of students:

School District	Number of students
Fayetteville	9,017
Springdale	19,376
Rogers	14,145
Bentonville	14,123
Siloam Springs	3, 922
Lincoln	1,275
Prairie Grove	1,753
Farmington	2,214
West Fork	1,188
Greenland	800
Elkins	1,168
Huntsville	2,283
Pea Ridge	1,695
Decatur	491
Gentry	1,384
Gravette	1,768

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain how the annual report will be disseminated to the public.	**Page 16**

Response: We will have numerous accountability reports for parents, the public, and the Arkansas Department of Education with data to demonstrate student achievement, fiscal and academic data, growth and or improvement and other accountability measures related to achievement. The standards and assurance status will be published, as well as all required reporting by the Arkansas Department of Education. Also all audits, academic and fiscal, will be made available to parents and the public. We will plan to have the data compiled in the summer as soon as reports are made available, put it on our web page, present the information to student and parents, and include it in a report to the public in September. We will also have the Board approve all the budgets before September 30 as required by ADE. We will use various methods of reporting including digital format, by electronic resources, and brochures, and pamphlets. We will also develop reporting to the State Board of Education for all required reporting as well as how the delivery of the blended virtual model is progressing toward achieving all goals outlined in the application. The Charter will also comply with all cycle reporting as required by ADE. The Charter model will necessitate a systemic plan, to address, to data collection, analysis and reporting in order to help the state make future decisions around this type of delivery and how it may be replicated in successfully in other parts of the state.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain if students will be enrolled and placed according to the grade levels assigned by their prior schools or if students will be assigned based on academic levels. **Discuss the assessments to be used to determine a student's academic level for placement.** **Include the specific wording from charter law for an anonymous lottery.**	**Page 16**

Explain if students will be enrolled and placed according to the grade levels assigned by their prior schools or if students will be assigned based on academic levels.

Response: We plan to use both methods of placement for determining the best placement of students. We will give all students an initial exam, developed by the charter as well as some exams beings used currently, in order to help determine the best placement for their success. Students who have previously been enrolled in a public school will initially be placed according to the grade level assigned by their previous school. We will also counsel with parents and students before making the final decision. Our goal is to maximize learning for all students and the best placement will be very important for the student to progress satisfactorily.

Discuss the assessments to be used to determine a student's academic level for placement.

Response: We will plan to use NWEA, Odyssey software, assessments developed by teachers, and others to make the best determination of placement along with a

review of their academic achievement growth as indicated by their past transcript and student records.

Include the specific wording from charter law for an anonymous lottery.
Response: Pursuant to Ark. Code Ann.§ 6-23-306 (14), if more eligible students apply for a first-time admission that America's Charter School is able to accept by the annual deadline that we have established for the receipt of applications for the next school year, we shall use a lottery to be conducted by school administrators as our random, anonymous student selection method.

If there are still more applications for admissions that we are able to accept after the completion of the lottery, then America's Charter School shall place such applicants on a waiting list for admission. The waiting list shall be valid until the next time we are required to conduct an admissions lottery.

America's Charter School shall allow, as a part of its student admissions process, an admissions preference for siblings of currently enrolled students.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Because the applicant 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. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program. **Clarify why the New Tech Director is to be licensed and other administrators and teachers will not be required to be licensed**.	

Response: In order to give it the maximum flexibility possible the best school superintendent to work in our unique school environment, we wish to clarify our application by requesting this waiver from the licensure requirements for our superintendent position.

- **Section 15.01 of the Standards Rules and Ark. Code Ann.§ 6-13-109 (both concerning the licensure of school superintendents; and**
- **Ark Code Ann.§ 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).**
-

We are requesting the waiver for all licensing requirements including the superintendent and the New Tech Director. Even though we will seek a waiver from these requirements we will, to the fullest extent possible, employ fully licensed personnel in those positions generally required certification by Arkansas regulations but also seek the flexibility to hire, in special circumstances, persons with exceptional ability who may not be fully licensed.

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
	X	

Strengths	Reference
The applicant provided a certified salary schedule.	**Pg. 65**
Concerns and Additional Questions	**Reference**
The applicant references that a budget will follow procedures in the Financial Accounting Manual and will be developed and submitted to the Board for approval but does not reference ADE rules or that this process by completed by required date of September 30	**Pg. 18-19**
The applicant does not reference a Purchasing and Procurement Policy. Applicant should provide policy.	**Pg. 18-19**
Applicant budgeted revenue for NSLA but requested a waiver from food services requirements and stated that the charter would not participate in the National School Lunch Program & other federal nutrition programs except as they relate to instructional programs. Revenue would decrease by 129,250 year 1 and year two.	**Pg. 22**
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 debt of $210,000. No information provided regarding this debt, lease or purchase of computers and the same amount is listed for year two. Please clarify.	

Applicant should clarify budgeted amount for teacher salaries. Budgeted amount appears to be Masters and maximum years' experience.	**Pg. 57**
Total for Regular classroom instruction year one should be $2,279,636.56 (50,250)	**Pg. 57**
Total for Regular classroom instruction year two should be $2,295,717.81 (50,500)	**Pg. 61**
Applicant should clarify purchased services amount budgeted for health services with waiver being requested.	**Pg. 58**
Correct revenue should be $3,154,690, correct expenditures should be $3,091,476.56	**Pg. 60**
Correct revenue should be $3,154,690, correct expenditures should be $3,109,774.18	**Pg. 64**
The Facilities Utilization agreement lists 2,000 square feet in certain areas and 20,000 square feet in another area. The term is also inconsistent and listed as one year beginning August 1, 2012 – July 31, 2014 which is two years. In another area the dates listed are August 1, 2013 – July 31, 2014. Applicant should clarify.	**Pgs. 20, 56, & 116**
Applicant references in application that attendance will increase by 1% after first year for two years and .5% each subsequent year, budget submitted is for cap at 500 in year 1.	

The applicant references that a budget will follow procedures in the Financial Accounting Manual and will be developed and submitted to the Board for approval but does not reference ADE rules or that this process by completed by required date of September 30.

Response: We will make sure we follow all procedures in the Financial Accounting Manual and ADE rules and will develop an annual budget that will be submitted and approved by the Board no later than September 30.

The applicant does not reference a Purchasing and Procurement Policy. Applicant should provide policy.

Response: America's Charter School will follow all rules, regulations, and laws pertaining to procurement and training associated with Tier I and Tier 2 requirements. We will have all required employees attend and go through the training and rules associated with Tier 1 and 2. We will also implement the policy below:
The board of directors shall solicit bids and may adopt other rules governing the procurement of commodities in accordance with state purchasing rules.

The Charter will reimburse teachers, employees, and vendors only with approved invoices/receipts and a record of the transaction following Arkansas Financial Handbook accounting guidelines.

6-21-304. Manner of making purchases.

(a) (1) All purchases of commodities by the Charter, except those specifically exempted by § 6-21-305, shall be made as follows:

(A) In each instance in which the estimated purchase price shall equal or exceed ten thousand dollars ($10,000), the commodity shall be procured by soliciting bids, provided that the purchasing official may reject all bids and may purchase the commodity by negotiating a contract. If the purchasing official, after rejecting all bids, determines that the purchase should be made by negotiation, then each responsible bidder who submitted a bid shall be notified of the determination and shall be given a reasonable opportunity to negotiate;

(B) Open market purchases may be made when the purchase price is less than ten thousand dollars ($10,000); and

(C) No purchasing official shall parcel or split any item or items with the intent or purpose to enable the purchase to be made under a less restrictive procedure.

(2) (A) In soliciting bids for the purchase of a commodity, a school district or a person or organization acting on behalf of the Charter shall not impose qualifications or specifications that unreasonably restrict competition for the purchase of a commodity.

(B) (i) As used in this subdivision (a)(2), "specifications" means a technical description or other description of the physical or functional characteristics of a commodity.

(ii) Specifications shall not include the name or identity of any specific vendor.

(3) (A) The Charter shall notify in writing all actual or prospective bidders, off errors, or contractors who make a written request to the Charter for notification.

(B) Notice under subdivision (a)(3)(A) of this section shall be provided in sufficient time to allow actual or prospective bidders, off errors, or contractors to submit a bid or otherwise appropriate response.

(4) (A) Any competitive bid submitted to the Charter in response to a solicitation for bids for the purchase of a commodity shall be accompanied by a form substantially similar to the following that is signed and notarized by the agent of the bidder:

Click here to view form(In packet for bidder)

(B) Any person determined to have made a false statement on the form prescribed by subdivision (a)(4)(A) of this section or any bidder who acts contrary to the requirement will be excluded.

Applicant budgeted revenue for NSLA but requested a waiver from food services requirements and stated that the charter would not participate in the National School Lunch Program & other federal nutrition programs except as they relate to instructional programs. Revenue would decrease by 129,250 year 1 and year two.

Response: Students will be given Child Nutrition forms to fill out for free, reduced, and not eligible for determine of their status. All students will have the opportunity to have contracted services meals on site. They will receive funding for NSL based on their status and poverty as defined by eligibility from the state.

> **"National School Lunch Students" are those students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the United States Department of Agriculture's National School Lunch Program as determined on October 1 of each previous school year and submitted to the ADE, unless the district is a Provision 2 District.**

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.

Response: America's Charter School wishes to request a waiver of the requirements of Ark. Code Ann.§ 6-15-2302 and the ADE Rules Governing Minimum Qualifications for General Business Managers. We will seek to employ a qualified person to perform the duties of the Business Manager in America's Charter School with experience and expertise in school accounting and procedures.

Applicant should provide information for amount budgeted as debt of $210,000. No information provided regarding this debt, lease or purchase of computers and the same amount is listed for year two. Please clarify.

Response: We are planning to purchase computers for all students and have them budgeted as a lease purchase in the budget $210,000 for year one and two and $105,000 for year three.

Applicant should clarify budgeted amount for teacher salaries. Budgeted amount appears to be Masters and maximum years' experience.

Response: 25 regular Classroom teachers, includes 30 extra days for extended learning for 5 teachers. Also includes $35,000 for Master/Mentor augmentation and $20,000 for 2 Master Teachers, and $5,000 each for 3 mentors. Also includes $80,000 for instructional technology staff for networking support, etc.

Estimated average of $45,000 per year salary + an average of $5,000 per teacher per year for performance bonus. Includes New Tech, Year 1 ($150,000) and TAP Portal (SAS) ($5,000) and online Curriculum, ($300,000). Also includes $7,500 for NWEA Assessments.

Total for Regular classroom instruction year one should be $2,279,636.56 (50,250)

After reviewing and with explanation we believe we are correct $2,329,886.56

Total for Regular classroom instruction year two should be $2,295,717.81 (50,500)

After reviewing and with explanation we believe we are correct $2,346,217.81

Applicant should clarify purchased services amount budgeted for health services with waiver being requested.

Response: We will plan to provide a nurse via contract services and follow up with Whole Child focus for students for health services.

Correct revenue should be $3,154,690, correct expenditures should be $3,091,476.56

$3,283,940.00 $3,070,723.83

Correct revenue should be $3,154,690, correct expenditures should be $3,109,774.18

$3,283,940.00 $3,160,274.18

The Facilities Utilization agreement lists 2,000 square feet in certain areas and 20,000 square feet in another area. The term is also inconsistent and listed as one year beginning August 1, 2012 – July 31, 2014 which is two years. In another area the dates listed are August 1, 2013 – July 31, 2014. Applicant should clarify.

Response: August 1, 2012 is an error. The correct date for the agreement is August 1, 2013-July 31, 2014 for a one year agreement. See attached documents. The facilities utilization agreement is for small groups and will serve the needs of students most of the time. The square footage for this facility is 2000 sq. ft. We have also a larger facility across the street for larger groups and will be able to handle 100 or more at this site for tutoring and extra help sessions as well as special events for all 500 students. The sq. ft. of this facility is 14,000 sq. ft.

Applicant references in application that attendance will increase by 1% after first year for two years and .5% each subsequent year, budget submitted is for cap at 500 in year 1.

Response: We were originally planning for a smaller number and expecting it to gradually move up over the two years. After visiting with educators in area and seeing the tremendous need I have budgeted for the 500 cap the first year of the school's operation. We will be prepared to adjust the budget according to actual enrollment and will provide services based upon a per student basis.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain where the teachers will be working, from home or at this facility. **Clarify the square footage of the school property.** **Explain how students will be served in this limited space and where they will work to complete projects. Provide information on the size of the classrooms that students and teachers will use.** **Provide a signed Facility Utilization Agreement.** **Clarify the terms of the lease.**	**Pages 20 and 56**

Explain where the teachers will be working, from home or at this facility.

Most teachers will be working at home, but we will employ some that will work at the site, and have additional teachers to help with face-to-face instruction and tutoring for extra help at the site.

Clarify the square footage of the school property.

The square footage is just under 2000 square feet. We will have most of the learning on line and blended with a teacher but will be able to serve students on site for extra help sessions and math/science or English/social studies help sessions. We will have another site across the street, with approximately 14,000 square feet of space, for large group instruction for 20 or more attending that will serve over 100 students per instructional session and easily accommodate 500 for special events.

Explain how students will be served in this limited space and where they will work to complete projects. Provide information on the size of the classrooms that students and teachers will use.

They will work primarily at home with projects and in the ECHO student platform. The collaboration opportunities will be assigned as part of the projects and times will be scheduled for extra help sessions and workshops for skill attainment. The primary on-site facility has five rooms of approximately 400 sq. ft. The second facility has five rooms of over 1000 sq. ft. each. The facilities that will be used will be based upon the number of students scheduled and the needs.

Provide a signed Facility Utilization Agreement.

Attached:

Clarify the terms of the lease.

$500 per month for both the small and the larger facility

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
		X

Strengths	Reference
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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide specific details on how students will be provided access to ALE. **Explain the specific methods to be used to meet the needs of English Learners.** **Explain the methods to be used to determine if students have special needs, and explain in more detail how special education services will be provided.** **Provide a comprehensive plan to address locating, identification, placement and programming of Special Education students.**	**Page 22**

Provide specific details on how students will be provided access to ALE.

Response: Students will be assigned to ALE based on the criteria outlined in Arkansas Department of Education ALE eligibility. Students will be able to make up credits, get extra help, tutoring, and take extra classes in the summer for credit. ALE students will take Jobs for Arkansas Graduates (JAG) and have a work place assignment with a job coach and mentor as 11th or 12th graders.

Explain the specific methods to be used to meet the needs of English Learners.

Response: We will ensure that at least some of the teachers hired in our school have ELL training and that we will obtain proven instructional tools to address the needs of the ELL students. Students will have access 24/7 to a computer and digital device

for the ability to have extended learning opportunities. We will ask students to engage their parents and/or custodian as part of their customized learning plan.

Explain the methods to be used to determine if students have special needs, and explain in more detail how special education services will be provided.

Response: We will use the same screening and referral process used in a regular public school setting to determine if any of our students have special needs. We will contract with certified agencies who have licensed staff qualified to perform the necessary testing to determine if a student is in need of special services. Students identified with special needs will be assigned a special education teacher and a customized plan will be developed to provide extra help, more time for tutoring, and extra resources to help them progress and reach their goals. For special needs students who have previously been enrolled in another public school, who enroll in our school, we will contact their previous school to receive records and a copy of their IEP. We will then follow the IEP provided for these students. Students with physical handicaps will be evaluated by a committee of teachers to determine correct 504 placement and services.

Provide a comprehensive plan to address locating, identification, placement and programming of Special Education students.

Response: The progress of all of our students will be regularly monitored and any student who appears to be struggling will be referred to our special education teacher for initial screening. Students who appear to have specific learning deficits will then be referred to our contracted testing center for an in-depth assessment and to determine if they, in fact, have a specific learning need that places them in a special needs category. Once students are placed for services our special ed. teacher will develop an IEP for the student and a new academic plan will then be developed to deliver an academic program appropriate to their specific needs.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Without a Child Nutrition Program there will be no NSLA funding. Explain the ways that the charter will recoup the funding included in the budget for participation in NSLA. **Describe the provisions that will be made to provide food services for students who are on campus at lunchtime.**	**Page 22**

Without a Child Nutrition Program there will be no NSLA funding. Explain the ways that the charter will recoup the funding included in the budget for participation in NSLA.

Response: All students will be given Child Nutrition form to fill out to determine the appropriate poverty level of our school. This form will fwill be reviewed and certified as correct in the same manner used in a regular public school. Once the NSL status is determined for the school we eligibility for NSL funding will be established. Additionally, we have stated that we will use contracted services to provide meals for students who want or need them. In fact we will be participating in the Child Nutrition Program under these terms and conditions.

Describe the provisions that will be made to provide food services for students who are on campus at lunchtime.

Response: Students wishing to take part in the child nutrition program will have the ability to have contracted meals served at the site.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information about how the proposal involves the broader community in carrying out the terms of the charter.	**Page 22-23**

The community and surrounding communities will be very important for carrying out the goals of the charter through direct and in-direct participation. We will use community members as part of the process for presenting projects, employing students for on the job experiences, and as experts in their field to engage students in real world problem solving. We have support from the Kiwanis, Chamber of Commerce, Ministerial Alliance, parents, and community members. We are working closely with the different organizations to provide a lab for projects and for community service learning experiences. Letters of support attached.

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 rationale for 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
		X

Legal Comments

1. **Requested Waivers**

   a. **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.**

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

      i. **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.**

      ii. **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.**

      iii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

iv. **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.**

c. **Ark. Code Ann. § 6-16-102 ("School day"): To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. § 6-18-211, Standards 10.01.4 and 14.03 of the Standards for Accreditation, and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.**

d. **Ark. Code Ann. § 6-18-1001 et seq. ("Public School Student Services Act") and Standard 16.01 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Public School Student Services.**

e. **Ark. Code Ann. §§ 6-42-101 et seq. ("Gifted And Talented Children"): To effectuate this waiver, it is recommended that the Applicant also consider seeking waiver of Ark. Code Ann. § 6-20-2208(c)(6) ("Monitoring of expenditures"), Standard 18.01 ("Gifted and Talented Education") of the Standards for Accreditation, and ADE Rules Governing Gifted and Talented Program Approval Standards.**

f. **Standard 9.03.3.11 of the Standards for Accreditation (regarding Arkansas History): To effectuate this waiver, the Applicant must also seek waiver of Ark. Code Ann. § 6-16-124 ("Arkansas history -- Required social studies course") insofar as it relates to grades 5-8.**

g. **Standard 9.03.3.12 of the Standards for Accreditation (regarding high school courses offered in grades 5-8): Because the Applicant's proposal is specifically allowed by this Standard with Department approval, the Applicant should explain further why this waiver is necessary and how the Applicant's plan is not consistent with this standard. Unless the Applicant indicates a specific rationale for waiving this standard, no waiver will be granted.**

h. **Standard 10.02 and 10.02.5 of the Standards for Accreditation ("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.**

i. **Standard 14.01 of the Standards for Accreditation ("Graduation requirements"): The State Board may not waive any law or rule relating to "high school graduation requirements", per Ark. Code Ann. § 6-23-401. However, nothing in Standard 14.01 requires the teaching of Career Orientation or Keyboarding. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.**

j. **Standard 9.03.3.9 of the Standards for Accreditation (regarding Career and Technical Education): Nothing in this Standard requires the teaching of Computer Technology Introduction. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.**

2. **Waivers Not Requested**

   a. **The Applicant indicated an intent to seek waiver for the requirement to offer media services (p. 22), but no such waiver was requested. The applicable statutes and rules are Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist"), and Standard 16.02 (regarding media services) of the Standards for Accreditation.**

Concerns and Additional Questions

1. **Requested Waivers**

   a. **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.**

      In order to clarify and to fully effectuate this waiver, America's Charter School wishes to request a waiver of the ADE Rules Governing Uniform Grading Scales. We will have grading for academic and other indicators for success such as:

      Communications
      Digital Literacy
      Thinking and Problem Solving
      Work Ethic
      Application of Knowledge
      Attendance
      Community Service Requirement
      On-the job experience as 11th or 12th graders

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

i. America's Charter School wishes to clarify and fully effectuate this waiver request in this area and waive: (1) Section 15.03 of the ADE Rules Governing the Standards for Accreditation; (2)the ADE Rules Governing Waivers of Substitute Teachers; and (3) the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.

ii. 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.

America's Charter School wishes to request a waiver from the requirement requiring that certified teachers administer the standardized assessments. We will follow all procedures and rules as outlined in Arkansas Comprehensive Testing Assessment and Accountability Program but ask for the waiver requiring certified teacher.

iii. All teachers and school personnel must submit to the criminal background and central registry checks required by law.

iv. 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

c. Ark. Code Ann. § 6-16-102 ("School day"): To effectuate this waiver, the Applicant also request waiver of Ark. Code Ann. § 6-18-211, Standards 10.01.4 and 14.03 of the Standards for Accreditation, and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.

America's Charter School wishes to clarify and fully effectuate this waiver request of Ark. Code Ann. § 6-18-211; and Sections 10.01.4 and 14.03 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing the Arkansas Mandatory Attendance Requirement for Students in Grades eight through twelve.

d. Ark. Code Ann. § 6-18-1001 et seq. ("Public School Student Services Act") and Standard 16.01 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Public School Student Services.

America's Charter School wishes to clarify and fully effectuate this waiver request by requesting a waiver of the ADE Rules Governing Public School Student Services.

e. Ark. Code Ann. §§ 6-42-101 et seq. ("Gifted And Talented Children"): To effectuate this waiver, it is recommended that the Applicant also consider seeking waiver of Ark. Code Ann. § 6-20-2208(c)(6) ("Monitoring of expenditures"), Standard 18.01

In order to clarify and fully effectuate this waiver request, we wish to request a waiver of Ark Code Ann. § 6-20-2208 (c)(6) (Monitoring of expenditures), Section 18.01 (Gifted and Talented Education) of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards. ("Gifted and Talented Education") of the Standards for Accreditation, and ADE Rules Governing Gifted and Talented Program Approval Standards.

f. Standard 9.03.3.11 of the Standards for Accreditation (regarding Arkansas History): To effectuate this waiver, the Applicant must also seek waiver of Ark. Code Ann. § 6-16-124 ("Arkansas history -- Required social studies course") insofar as it relates to grades 5-8.

In order to effectuate this waiver, we would also request a waiver of Ark. Coe Ann. § 6-16-124 (Arkansas History-Required social studies course) as it relates to Grades 5-8.

g. Standard 9.03.3.12 of the Standards for Accreditation (regarding high school courses offered in grades 5-8): Because the Applicant's proposal is specifically allowed by this Standard with Department approval, the Applicant should explain further why this waiver is necessary and how the Applicant's plan is not consistent with this standard. Unless the Applicant indicates a specific rationale for waiving this standard, no waiver will be granted.

We were not sure if all classes would count toward HS credit and if so do not want a waiver.

h. **Standard 10.02 and 10.02.5 of the Standards for Accreditation ("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.**

Teaching size and load will be 165 per teacher or 10% above the requirement with 33 per class as maximum and in order to have additional flexibility and not hire additional staff and serve more students.

i. **Standard 14.01 of the Standards for Accreditation ("Graduation requirements"): The State Board may not waive any law or rule relating to "high school graduation requirements", per Ark. Code Ann. § 6-23-401. However, nothing in Standard 14.01 requires the teaching of Career Orientation or Keyboarding. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.**

We will plan to ask for waiver form CTE

j. **Standard 9.03.3.9 of the Standards for Accreditation (regarding Career and Technical Education): Nothing in this Standard requires the teaching of Computer Technology Introduction. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.**

We will plan to ask for waiver from CTE

2. **Waivers Not Requested**

a. **The Applicant indicated an intent to seek waiver for the requirement to offer media services (p. 22), but no such waiver was requested. The applicable statutes and rules are Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist"), and Standard 16.02 (regarding media services) of the Standards for Accreditation.**

America's Charter School wishes to clarify its application by requesting a waiver of Ark. Code Ann. § 6-25-103 ("Library media services program") and 6-25-104 (Library media specialist"), and Section 16.02 (concerning media services) of the ADE Rules Governing the Standards for Accreditation.

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:

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm

Lessee (Tenant): Frank Holman. Director of America's Charter School

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 Office Spaces

Premises: 303 E. Pridemore
Lincoln AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1. 2013 through July 31. 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter Schooi-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

By E/Vi k' f/ttt.m

Date 9'/2v/z_

Lessor:

Date

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

Lessor (Owner): l\E SArYCi#11. c h IJ/Vv

Lessee (Tenant): B\\t 1c. (h u, SLbO:> L

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:

Church

Premises: 310 I. ,tV(nW st-JLI;!'Cb
address

square footage

Terms of Lease: L orJ c, AS 11/ L);)2t;;1?

Rental Amount:

Contingency: The terms of this agreement are contingent upon

AA 1C.A' C. M't±>A- SII-ponsoring entity)
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of /.::.'":3

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:

By

Date , /-e ---'1f -L/.1.c = ----— —

Lessor:

By D'I?L!

Date /0 — /9 – (

ARKANSAS TECH
UNIVERSITY

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Office of the President
Administration Room 210
1509 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0237
Fax: 479-890-6493
www.atu.edu

September 6, 2012

Re: America's Choice Charter School

Dear Program Review Team:

I have had the opportunity to meet with Dr. Frank Holman to learn about his proposed America's Choice Charter School Application. This proposed charter school reflects a blended learning environment that would meet unique needs of students who qualify for enrollment through the proposed America's Choice Charter School.

Similar schools have been approved by the Arkansas Board of Education as conversion charters to serve students in Cabot and Lincoln. Dr. Holman has demonstrated the success of this model through these two initiatives. The proposal Dr. Holman has prepared offers students through the state an opportunity to benefit while providing a choice for communities and an alternative learning option for school districts.

As we continue to work with the concept of charter schools, we have an opportunity to learn from these learning environments while meeting needs of Arkansas students.

Sincerely,

Robert Charles Brown

President and Professor of Economics
Arkansas Tech University

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MGR Lincoln Area Realty, LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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 Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1, 2013 through July 31, 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Helm mbr

By Lincoln Area Realty, LLC

Date 8/27/12

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

Lessor (Owner): THE SANCTUARY CHURCH

Lessee (Tenant): AMERICA'S Charter School

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: CHURCH

Premises: 310 LINCOLN STREET
address

14,000
square footage

Terms of Lease: LONG AS NEEDED

Rental Amount: Ø

Contingency: The terms of this agreement are contingent upon

AMERICA'S Charter School (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 1, 2013

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:

By _____

Date 10-19-12

Lessor:

By _____

Date 10-19-12

ARKANSAS TECH UNIVERSITY

Office of the President
Administration Room 210
1509 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0237
Fax: 479-890-6493
www.atu.edu

September 6, 2012

Re: America's Choice Charter School

Dear Program Review Team:

I have had the opportunity to meet with Dr. Frank Holman to learn about his proposed America's Choice Charter School Application. This proposed charter school reflects a blended learning environment that would meet unique needs of students who qualify for enrollment through the proposed America's Choice Charter School.

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Sincerely,

Robert Charles Brown
President and Professor of Economics
Arkansas Tech University

2012-2013 Application Cycle

Application

Summary

and

Application

America's Charter School
Lincoln, Arkansas

AMERICA'S CHARTER SCHOOL

Name of the proposed charter school:	America's Charter School
Grade level(s):	8-12
Student enrollment cap:	500
Name of the sponsoring entity:	America's Charter School-Arkansas
Address:	303 East Pridemore Drive Lincoln, AR 72744

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Relating to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-16-124	Arkansas history
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17, Subchapter 3	Employment and Assignment
6-17, Subchapter 4	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17, Subchapter 23	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-211	Students in grades none through twelve—Mandatory Attendance
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation

6-21-117	Leased academic facilities
6-42, Subchapter 1	General Provisions (gifted and talented)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.6	Fine Arts
9.03.3.7	Health and Safety
9.03.3.8	Tools for Learning
9.03.3.9	Career and Technical Education
9.03.3.11	Arkansas history (grades 5-8)
9.03.4.1	Language Arts (Speech and Oral Communications)
9.03.4.2	Science (Active student participation in laboratory experience)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.01.3	Certified counselor
16.02	Media services
18	Gifted and Talented Education

Waiver Requested from the following:

- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31

Charter School: **America's Charter School**

Date Submitted: August 31, 2012

Date Approved: _____

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

AMEERICA'S CHARTER SCHOOL APPLICATION FOR OPEN ENROLLMENT CHARTER SCHOOL

TABLE OF CONTENTS

APPENDIX:

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: America's Charter School

Grade Level(s) for the School: 8-12 Student Enrollment cap: 500

Name of Sponsoring Entity: America's Charter School-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

[X] 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). To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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: Dr. Frank Holman

Address (no P.O. Box please): 206 West Holt Road City: Lincoln ZIP: 72744
Daytime Phone Number: 479-824-2800 FAX: 479-824-2859

E-mail: frankholman1@gmail.com

Charter Site Address: 303 East Pridemore Drive City: Lincoln, AR

ZIP: 72744 Date of Proposed Opening: Aug. 19, 2013

Chief Operating Officer
of Proposed Charter (if known): Dr. Frank A. Holman Title: Director

Address: 206 West Holt Road City: Lincoln

ZIP Code: 72744 Daytime Telephone Number: 479-824-2728

The proposed charter will be located in the Lincoln 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: John Watson	Position: Board Member	State of Residence: Arkansas
Name: Mary Gunter	Position: Board Member	State of Residence: Arkansas
Name: Merle Dickerson	Position: Board Member	State of Residence: Arkansas
Name: John Davidson	Position: Board Member	State of Residence: Arkansas
Name: Vacant	Position: Board Member	State of Residence: Arkansas

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

1230 (Total District Enrollment)

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

Lincoln	Prairie Grove	Greenland
Elkins	West Fork	Decatur
Bentonville	Springdale	Siloam Springs

B. GENERAL DESCRIPTION

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

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

The America's Charter School-Arkansas proposes the formation of an open enrollment charter school; America's Charter School. This school will serve students from grades eight through twelve in an academic environment with four anchoring pillars:

The four pillars of America's Charter School are:

a. High Tech using one-to-one computers, digital resources, and the latest in technology delivery.

b. Teacher Advancement Program-all teachers will use the latest best practices portal and research of the TAP program with curriculum, instruction, assessments, and accountability for performance based incentives (TAP Portal)

c. New Tech Model of Project Based Learning, (PBL) and collaborative 21st Century tools for learning using the ECHO system with numerous rubrics and projects in the library.

d. College and Career readiness curriculum to prepare students to be successful for an Associate Degree or a Career Technical Education experiences and or industry certifications.

The primary reason we are including the eighth grade in the America's Charter School is the eighth grade is a critical time for many students as they begin to think more seriously about plans for their future. The structure and culture of America's Charter School will serve as an important and useful tool that will aid these students in their maturation and natural need for greater independence. In addition to this benefit, we will introduce algebra, foreign language and some vocational programs at the 8th grade level and having the eighth grade students included in the new school will allow us to more fully integrate the New Tech model concepts within these content areas utilizing the latest digital technologies including one to one computers for students. The access and use of technology will allow for greater flexibility by creating a 24/7 environment.

The Teacher Advancement Program, (TAP), which utilizes the addition of Master and Mentor teachers to the teaching staff creates a truly embedded professional development environment for teachers that allows for continuous improvement in teaching skills that translates into improved learning opportunities for our students. By joining TAP we will partner with NIET, (National Institute for Excellence in Teaching),

who will provide support, training, research and use of their TAP portal. Another very important part of the TAP program is the teacher evaluation model that is based upon Charlotte Danielson's model.

To facilitate the transition to PBL the America's Charter School will join the New Tech Network, a consortium of eighty four schools that are connected through ECHO, a web-based system that unifies students' learning experiences, enabling them to share projects online, collaborate, communicate, research and create new knowledge" (New Tech Network).

Additionally, all New Tech Network schools are partnered with a Coach, who assists schools in transitioning into the New Tech Network, optimizing the resources available, aligning with state frameworks as well as providing other tools for success. This network partners with member schools to create, support and sustain this learning environment. All of our teachers will receive a week of intensive training from the New Tech Network. All core teachers will be trained by New Tech for the first year to begin academic integration during the first year. We plan to train additional teachers as enrollment increases until all teachers in our system are fully trained in the New Tech Model and project based learning is fully implemented.

Students in America's Charter School will be able to enroll in concurrent college courses to obtain a jump start on a college degree. In addition to preparing students to become college ready we will also seek to provide industry certification in several career and technical programs and will encourage all of our students to focus on being able to successfully enter the workforce in high skills, high demand vocations or to be fully prepared to successfully enter college. We will strive to develop 21st Century Skills in all of our students in order to prepare them as fully as possible for success in life.

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 55 pages**.

Application Standards:

1. ***Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.***
(See Narrative Attachment #1, page 32)

The public meeting in which the charter application was discussed took place on August 14, 2012 in the Lincoln Community Center. Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

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

A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in America's Charter School in which the school will likely be located. (See Narrative Attachment #2, page 37)

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. (See Narrative Attachment #3, page 38)

C. The last publication date of the notice shall be no less than seven (7) days prior to the public meeting. See application standard 1 and Narrative Attachment #, page 32)

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 America's Charter Schools 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 shall identify, at a minimum, the full legal name of the eligible entity which intends to apply for a charter; a contact person's name, full address, daytime telephone number, and e-mail address; the name of the proposed open-enrollment public charter school; and the proposed location of the proposed open-enrollment public charter school.(See Narrative Attachment #4, page 40)

3. ***Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:***
The governing board for America's Charter School-Arkansas will serve as the governing board for America's Charter School and all governance decisions will be in compliance with the adopted bylaws and articles of incorporation. Administrators and teachers will fill roles similar to those in public schools with the administrators overseeing the business and academic programs of the school and also overseeing student discipline issues, public relations and accountability. The primary role of the teachers will be to provide instructional support to the students. They will be responsible for ensuring that required standards are embedded in the learning projects selected by the students and to ensure that students learn at required mastery levels. They also will serve as primary contacts with parents in dealing with academic and discipline issues. We see the role of the students as being very active. Students will select projects based upon their interests and will be responsible for completing assignments and tasks as part of a project team. They will have to collaborate regularly with team members and complete their assigned tasks on time. Students will also have broad decision making opportunities while working with team members and will help to decide upon the type of projects in which they engage, the nature of the reports they will produce and how they will interact with team members. The parents will play an important support role in overseeing the progress of their students to ensure that they are spending adequate amounts of time completing assignments. They can help to decide timelines with their children, and in collaboration with other parents and PBL team members. The parent involvement committee will allow interested parents to have input into schedules, how discipline issues may be handled and also into the school calendar. We see the community as a encompassing all of the geographical area of the school and hope to gain wide spread support for the school within this community. Our hopes are that this will lead to voluntary donations of both time and cash to grow and improve the school. (See Narrative Attachment # 5 and required attachment # 5, page 66)

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.

(1) The Director, (CFO) will have final decision making authority over finance and purchasing as authorized by the governing board.
(2) In general, the principal will have authority over discipline of students. In serious circumstances decisions of the principal may be appealed to the director and then to the board, who will have final authority.
(3) All personnel will be hired and fired by the board upon recommendation of the director.
(4) The director will be hired and fired by the board.

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.

The initial board members are a group of volunteers who have extensive experience in educational leadership at the K-12, Career Technical and college levels. These members are well known and respected across the state. After the first year members will be selected through an annual nomination and selection process for one year terms.

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

Because of the nature of an open enrollment charter school, the leaders of the school are always accountable to the parents through the choice of enrollment in this school. Parents who are unhappy about the performance and actions of the school may chose to withdraw their students from this school. In addition, the school will always have an open door policy to discuss issues with parents and will have at least two parent/teacher conferences each year to allow parents to discuss the performance of their children as well as to discuss any areas of concern they may have with the school leadership.

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

The mission of the America's Charter School is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

We will be able to measure this by tracking graduation rates, college remediation rates and by the number of students who graduate with industry recognized certification.

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

America's Charter School will cover the geographic area of Northwest Arkansas, primarily Benton, Washington, Madison and Crawford Counties. These counties include approximately 1/4th of the student population of Arkansas. Some of the schools within this geographic region have schools that are approaching 80% poverty levels and preliminary, unpublished, reports indicate that several schools will be identified as priority and focus schools as defined by the latest accountability standards for Arkansas.

America's Charter School will primarily seek to serve students who are currently disenfranchised from the regular public school setting, including students with at risk needs, language barriers, students who have difficulty fitting into a traditional school environment and who need the flexibility and one to one attention needed for success.

America's Charter School will be located within the city limits of Lincoln, Arkansas, a small rural community with a population of just under 2000 residents living within the city limits. Most of the students live outside of the city and over 53% are transported. The demographic data for the City of Lincoln* reveals that only 43.3% of the population over the age of 25 has a high school diploma, compared to 80.4% for the nation. More striking is the fact that only 4.7% of the population has a Bachelor's Degree or higher compared to a 24.4% national average. This translates into a median, annual income of $27,639 for the population of Lincoln; much lower than the national average of $41,994. Students, who grow up in a culture of poverty** and limited educational background within the home, do not always see the need for education in the same way as students who grow up in more privileged environments.

In addition, the world is changing rapidly and the skills and knowledge once considered sufficient to prepare a person for life are no longer adequate. These are the primary reasons we are joining the New Tech Network. Project based learning immediately places the learning in an applied context, making it easier for underprivileged students to see the connection to the real world. Our new instructional model will allow students to learn the challenging content contained within the state and common core curriculum in a setting that is easier to embrace**.** The New Tech initiative also places the learning of core subjects within a context that emphasizes the increasingly important skills of collaboration, critical thinking, work ethic, communication, content and IT Literacy. * U.S. Bureau of Census, Census 2000
**(Reference, Ruby Payne, "A Framework For Understanding Poverty")

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

America's Charter School, proposes an educational program with several distinct facets

utilizing blended virtual, Compressed Interactive Video and face to face instruction. In our model blended virtual is defined as a computer based content delivery that has a teacher available to monitor and facilitate the different dimensions of learning.
One critical part of the definition of blended learning is that it involves "some element of student control of time, place, path, and/or pace." Digital Learning Now describes each dimension:

- Time: Learning is no longer restricted to the school day or the school year.
- Place: Learning is no longer restricted to the walls of the classroom.
- Path: Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- Pace: Learning is no longer restricted to the pace of an entire classroom of students.

Source: "Roadmap for Reform,"

In our model some students will actually attend face to face classes at the school site and participate in CIV classes, receive instructional support from their assigned teacher/facilitator and work directly with team members on learning projects. Other students may only come to the school facilities for required meetings, assessments, parent/teacher conferences or special events. Students who are up to date in assignments and who exhibit no learning deficits may fall into this category, while students who are struggling to keep pace with assignments will be required to take part in remedial or enrichment activities, on campus, until their performance improves. In all cases students will have access to supervising teachers at any time during the regular instructional day and through the approved digital tools during after hour periods.

The School will employ an educational philosophy based on the tenets of project/problem/process based and interdisciplinary learning, with curricular and instructional strategies from the New Tech Network. In order to facilitate success in this new system and expand educational options, several changes will be proposed, including course specific changes, a new learning environment and more relevant graduation requirements aligned to 21st. Century Learning Skills. The school will be innovative and creative with personalized and customized curriculum delivered to students based on their individual needs. Students will have access to computers, digital content, and social media for collaboration, projects, and real world learning that will be required for them as they go to college or enter a career. Students will be required to be engaged and take ownership of their learning on a daily basis with responsibility for timelines, deadlines, and the ability to monitor and adjust if a team member is not being responsible.

Students will be able to participate and develop their understanding of the Common Core Standards being taught and create new meaning as they translate them into real world projects and apply their new learning to solve a problem. They will have the opportunity to present their work to peers, colleagues, faculty/staff,

Board/Administration, to the public. Also they will be able to have experts in the field provide feedback and suggestions for their projects as they proceed.

The school will provide computers and numerous digital tools, software, and videos for learning. The digital format allows almost immediate updates for books, materials, and digital learning with current learning not out of date.

The school will be able to have extended learning as a result of 24/7 access to content, software, projects (ECHO), media, and all the technology innovation. Students will have scheduled time each week for face to face meetings and instruction with their instructors using digital tools such as Skype, Blackboard, Compressed Distance Learning, or FaceTime. This will give students more flexibility but also ensure they are accountable for staying on track and not getting behind on assignments and projects. A more detailed example and explanation of this is given below:

I. Project Based Learning (PBL)

As an educational philosophy, Project Based Learning recognizes students' inherent drive to learn and allows for in-depth exploration of authentic and important topics across the curriculum. America's Charter will incorporate Project Based Learning in every classroom. All students will be assigned to project teams and will use the online tools just described to collaborate and communicate with their team members and facilitating teacher. Within the PBL model, all learning occurs through relevant projects that engage students. All projects require that the students use and develop the following skill sets: oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration and critical thinking. This model was developed over 15 years ago and now has over 80 schools across the nation as part of the New Tech Network. Recently the Governors Cabinet has worked with Governor Beebe to endorse this Project Based Learning model. America's Charter School faculty members will be training and implementing this model on the first year of operation and moving toward complete implementation in the future.

II. Interdisciplinary, or "Integrated Courses"

The second part of the educational philosophy of America's Charter School is interdisciplinary learning. The Association for Integrative Studies explains the highlights of interdisciplinary learning in this way: "Interdisciplinary combines the insights of knowledge domains to produce a more comprehensive understanding of complex problems, issues, or questions ranging from comparison to fully realized integration." Whereas there will be complete PBL in America's Charter School only select courses will be interdisciplinary in nature as some subjects do not lend themselves to being combined.

In a similar vein some content instructors will choose to create and complete

cross-curricular projects with teachers who teach other content in order for students to successfully grasp parallel content between the two courses. The number of these interdisciplinary, Integrated Courses, is limited for several reasons. Logistically, (1) the training and technology must accommodate a certain number of collaborative teams, (2) the size of the faculty and (3) collaborative planning times do not allow for unlimited Integrated Courses. America's Charter School has chosen to initially implement two Integrated Courses in grades eight and nine; one for each grade. In the future America's Charter School is planning to implement one integrated class per grade level, eighth through twelfth with the possibility of several multi-grade level integrated courses to allow students the flexibility of choice and direction in their studies. This will front-load the richness of the interdisciplinary curriculum, while allowing students to expand their education with electives and other core course choices.

Interdisciplinary, or cross-curricular, education will occur through co-taught courses the scope of which includes more than one core subject. Several studies have evaluated the effectiveness of team teaching, and data and literature support its value but recognize that a multiplicity of styles exist (Anderson and Speck). Though several styles of team teaching have been identified, the proposed model the Charter school would implement is called collaborative teaching. "This academic experience describes a traditional team teaching situation in which the team teachers work together in designing the course and teach the material not by the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners. Not only do the team teachers work together, but the course itself uses group learning techniques for the learners, such as small-group work, student-led discussion and joint test-taking" (Goetz and Jacobsen.) The benefits of team teaching are actualized through differences between instructors: difference in disciplines, pedagogies and philosophies.

III. Class Size

The class size for Integrated Courses will increase because multiple classes will be combined during certain periods of given projects. During these combined sessions the majority of class time will be spent with students working within small project groups, which will not only help students to develop and utilize the skills of communication and collaboration, but also enhance the feeling of small group learning. Students working within these groups will also benefit from the collective wisdom of all of the class groups. Even though the size of the class will increase, the student teacher ratio will basically remain the same because multiple teachers will be present during these integrated sessions.

In order to accommodate the increase in class size needed for these Integrated Courses, a new model of collaborative teaming and shared learning will be necessary to develop electronically. This new charter school will be grades eight through twelve. The Association for Integrative Studies asserts that coherence is an important pillar of quality interdisciplinary education. The New Tech Network has several strategies for

educational coherence, such as (1) joined planning period sessions between teachers and submission of project plans to the school principal. These sessions will allow for creative, innovative project planning that contextualize projects in meaningful ways rather than isolating them within a particular subject matter. (2) Teachers will now be accountable for a project plan, what currently would be considered comparable to a lesson plan, which will be reviewed by the principal. These project plans will be outlined and planned in the aforementioned New Tech Portal, which is accessible to all teachers and administrators. (3) The project plan will address which frameworks are being taught within each project, keeping America's Charter School in line with its continuing short-term goal of increasing Benchmark scores. (4) The Portal is an online system created and managed by the New Tech Network and serves as the ultimate mechanism for ensuring educational coherence. The Portal serves multiple purposes. Teachers upload their project plans in the Portal and have access to nearly a thousand pre- existing project plans from New Tech teachers across the nation. These projects are available to all teachers, and those who utilize the library renovate the project if needed to meet state Frameworks. The Portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student workload. (5) As the transition occurs to the new common core standards, New Tech will assist with the development, implementation and instruction, as they have with their other Network schools nationwide.

IV. Criterion Based Assessment

Successful interdisciplinary education includes assessment as a strategy to improve and as an important, routine function of the process. There are two types of assessment: evaluation of students within the classroom and evaluation of the overall academic program. In terms of student work, New Tech provides a relevant evaluation structure that is criterion based. Its assessment system evaluates performance using criteria similar to those in the work world, thus encouraging accountability, goal setting and improved performance. The two teachers will grade students jointly in terms of their demonstrated use of 21st century skills (oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration and critical thinking). However, in the case of an interdisciplinary course that combines English and Social Studies, for example, the English teacher will grade the work that is most relevant to English and the Social Studies teacher will do likewise for Social Studies assignments. The students will receive one grade for each integrated course.

V. Teacher Advancement Program

Assessing America's Charter School overall progress as a New Tech school will be a process that involves several stakeholders. America's Charter School administration will work in parallel with the High School Leadership Team,(not defined), which consists of five teachers and a handful of at-large members, to assess progress and areas for growth based upon the TAP instructional and evaluation rubrics and the New Tech School Success Rubric. Perhaps most importantly, the New Tech Network's Coach will serve as a resource for support, guidance, evaluation and feedback throughout the year. Lastly, test scores of various types (The Learning Institute, ACTAAP, NWEA and teacher made) will be demonstrative of America's Charter School's growth with the aforementioned short-term goals as mentioned in Standard #3.

VI. Technology

Technology is considered a foundational strategy for enabling our educational philosophy. As such, technology will remain an integral part of every student, team, and faculty member. Students will have the necessary tools to engage their learning and to take ownership for collaborative projects. These factors will remain integral to becoming a successful New Tech school. At America's Charter School, technology will be used in every facet of projects as an efficient means to complete work and problem solve, and not in isolation from projects or used superficially at arbitrary points during projects. This dedication to relevant use of cutting edge technology would continue to thrive within the New Tech model.

VII. Expanding Educational Offerings: Courses Integrated Across Curriculum

There are a number of course-specific changes that will enhance the educational program. First, because speeches and presentations will be an integral part of each course students will become strong oral communicators. Because speech skills will be discussed, utilized and evaluated in all Integrated Courses, the Speech &Oral Communications course will not be necessary. This will enhance the educational program through expanding the frequency and depth of skills formerly taught in Speech & Oral Communications.

Second, Integrated Courses will allow students to learn core academic material within a setting that integrates this content within a context that may be more appealing to the students, such as the integration of math and career/technical content within a learning project.

Third, Arkansas History will not be taught in isolation, but rather throughout the

social studies content, increasing its relevancy and negating a need for a singular Arkansas History course and allowing for an extra elective in place of this requirement.

Lastly, the fine arts will be integrated in a substantive and meaningful way into the curriculum, particularly in the eighth grade. The fine arts do not happen in isolation of culture and intellect, but rather one greatly informs the other. This will increase appreciation of the arts across student demographics because it will have a presence across the curriculum. This integrative teaching will occur through Project Based Learning. Collaborative planning time between fine arts faculty and core course teachers will integrate fine arts components into projects that address Frameworks. Fine arts faculty will also have instructional time within these classrooms to address, explain and teach the fine art component of the project.

VII. Graduation Requirements

The educational program will include several additional graduation requirements, such as (1) community service, (2) electronic portfolio, (3) senior project accompanied by a public presentation, (4) an application to post-secondary school, application to the armed forces or (5) industry recognized certification or on the Job Work Experience in the Junior or Senior Year. These requirements will solidify 21st century skills, build civic engagement and clarify students' post-graduation plans.

VIII. School Day

The school daily schedule will be structured to accommodate the Integrated Courses and the Advisor/Advisee Program, before and after school activities and extended learning opportunities via web-based, virtual and blended virtual classes. Because of the ongoing and collaborative nature of projects an extended learning day will be necessary.

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.

I. America's Charter School achievement goals in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will meet or exceed AMO and individual student growth goals each year for the first five years.

Tools:

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

II. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.
Tools: NWEA assessment and teacher generated, standards based assessments.

III. After the first year, attendance will increase by 1% each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.
Tools: APSCN Attendance records.

IV. After the first year, the graduation rate will increase by 1%, and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.
Tools: APSCN or ADE Documentation.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to implement the curriculum requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Transition to the Common Core Curriculum is already taking place and by the time this school becomes operational the move to Common Core Curriculum will already have taken place. Plans will be made to ensure that all curriculum adopted by the school are aligned to the new Common Core. The faculty will have extensive training in Common Core during the lead up to becoming a New Tech school.

I. America's Charter School will use NWEA assessments, which are standards based and will be aligned to Common Core.
II. Teachers will be responsible for ensuring that Common Core Standards in their core subject matter are taught within Integrated Courses.
III. Projects that are developed will address appropriate standards, with all Common Core Standards being addressed in advance of the Benchmark test. Projects that are utilized from the Project Library within the Portal will be re-tooled if necessary to address Common Core Standards.
IV. The principal will supervise the process to ensure that Common Core Standards are being taught.
V. All project plans will be required to be programmed into the Portal two weeks before they become effective, providing ample opportunity to redress Common Core issues if necessary.

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.

America's Charter School will primarily serve the Northwest Arkansas Region of the state. Specifically the School will encompass Washington, Benton, Madison and Crawford Counties. America's Charter Schools that might be affected by this school include Bentonville, Rogers, Springdale, Huntsville, Gravette, Decatur, Pea Ridge, Siloam Springs, Gentry, Lincoln, Prairie Grove, Farmington, Fayetteville, Elkins, Greenland and West Fork.

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)

America's Charter School will develop a comprehensive improvement plan each year. This plan will be based upon student performance and growth in academic achievement, teacher/principal evaluations performance, budget information including revenue and expenditures, professional development needs and parent involvement activities. This information will be compiled into an annual report to the parents, public, the Arkansas Department of Education and the Arkansas State Board of Education before October 1st of each year.

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.

Students who are of legal public school age and who are of 8th grade level, or higher, by either age appropriate or documented academic performance levels will be eligible to apply for admission. Students will be recruited by brochures, pamphlets, school web site and public notice. America's Charter School will use a random, anonymous selection method, with sibling allowance, for selecting students in the event that the enrollment cap of 500 is reached.

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.

All America's Charter School personnel will be hired under the supervision and control

of the by the Board of Directors.

I. America's Charter School Director. (FTE of 1)

* Act as chief executive operating officer. Oversee all aspects of the operations of America's Charter School as directed by America's Charter School-Arkansas Board and in compliance with board bylaws including policy, articles of incorporation, state and federal law. (See Narrative Attachment # 5, page 66)
* Student and faculty recruitment.
*Chief Financial Officer.

Qualifications:

* Significant, substantive and strong experience in leadership, innovation and management and an advanced degree in the field of education or equivalent.

II. Administrator (Building Principal) (FTE of 1)

Responsibilities:

* Carry out the School and District missions as directed by the Director and under the authorization of the school board.
*Carry out the annual performance based appraisal by which each staff member will be held accountable
*Monitor the status of resources in order to fulfill the School and District's missions
*Prepare an annual budget to be presented to the Board
*Ensure building maintenance and safety.
*Oversee the implementation of the curriculum.
*Monitor student academic achievement regularly

Qualifications:

The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.

II. New Tech Director/TAP Master Teacher Responsibilities: (FTE of 1)

Plans, organizes, directs and is responsible for leadership and all aspects of the educational program for New Tech initiative by focusing on an interdisciplinary project-based learning curriculum and instruction as the primary vehicle for improving student achievement and culture. Duties will include:

* Implements the New Tech Model with fidelity including student-centered project based learning and infusion of 21st century skill development.
* Provides leadership to staff in determining objectives and identifying school needs as the basis for developing long and short term plans.
* Commits to improving school culture.
* Implements of the New Tech Learning System (ECHO), tools and curriculum.

* Supervises and evaluates the performance of personnel. * Identifies professional growth opportunities for staff.
* Collaborates with higher education and business partnerships to support college courses, internships and community service experiences for students.
* Lead and direct TAP cluster meetings, perform teacher evaluations and models research based instructional strategies. Conducts professional development activities as needed. Also builds student achievement data walls for use in cluster meetings and school improvement activities.

Qualifications: Bachelor Degree required. Master Degree preferred. Building Level Administration licensure or completion of program of study within proper timeline leading to Building Level Administration licensure required. Ability to effectively present information and respond to questions from teachers, staff, students, parents, community and business partners. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Should have knowledge of curriculum, instruction and assessment best practices. Should have knowledge of Internet, Project Management, spreadsheet and word processing software systems.

III. Teacher Responsibilities: (Estimated and budgeted FTE of 25)
*Conduct classroom instruction *Work collaboratively with colleagues to plan and teach courses *Maintain an atmosphere conducive to learning *Reach as many different levels and kinds of learners as possible *Attend workshops and training for professional development *Continually teach, assess and modify for each student *As a result of TAP (Teacher Assessment Program), teachers meet weekly in clusters according to the subject matter they teach. Selected veteran teachers serve as mentors for new teachers and a master teacher who works with all career teachers.
Qualifications:
All teachers, with the exception of instructors teaching career preparedness courses must be highly qualified as according to NCIB. America's Charter School will be empowered to hire the best teachers for career preparedness course instructors despite licensure status.

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

The business office for America's Charter School-Arkansas will follow all required accounting procedures in accordance with the Arkansas Financial Accounting Manual. The Director will primarily oversee all financial matters of the school and will hire a qualified bookkeeper and a data processor on a contracted service basis to take care of

the financial and data records. This will include processing of requisitions and purchase orders, maintaining employee contracts, processing of payroll and maintain records and reports through APSCN. The annual budget will be developed through shared leadership as part of the ACSIP process. The director will have the final responsibility for completing the annual budget request and submitting a budget recommendation to the board of directors for final approval.

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. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

The annual audit for America's Charter School will comply with Act 993 of 2011 and will use the Arkansas Division of Legislative Audit to conduct its annual audit. Results of the financial and programmatic audit, including audit findings, will be posted on the school web site and made available to the public at the annual report to the public each year.

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.

America's Charter School will participate in the Arkansas Public School Computer Network, (APSCN), as required by the state to report both educational and financial data, including grants and private donations received directly by the school.

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 Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

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

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

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

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. 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.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility shall be as determined by the local code official or state fire marshal.

The facilities to be used are approximately 2,000 square feet in size and have most recently been used as commercial offices. The facility has 5 office spaces, a kitchen area, a printing/copy room, a conference room and two rest rooms.

The owner of the facility is Delbert Neal Helm and he has no relationship with members of the board, employees of the proposed public school where the charter will be located, the sponsoring entity for the charter school or employees of the sponsoring entity for this charter school.

The facilities will comply with all requirements for handicap accessibility in accordance with ADA and IDEA and all other state and federal laws. No classes

will be held in this facility until all applicable inspections and certifications required for occupancy have been met.

The facility is in compliance with permissible use requirements of the local zoning authorities and there are no alcohol sales 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:

(A) Any other individual specifically identified by name in Section A of the Application;

(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

(C) The owner(s) of the facilities to be used.

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.

As defined by this standard, and in accordance with the adopted bylaws of the sponsoring entity, none of the of the other people named on section A of this application have any financial or family relationship with 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 to the proposed charter school or the owners of the facilities to be used.

18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

A) Guidance Program

B) Health Services

C) Media Center

D) Transportation
E) Special Education
F) Alternative Education, including Alternative Learning Environments
G) Gifted and Talented Program

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

A) Guidance Program-Waiver and will have the principal providing services as well as some contracted services
B) Health Services-waiver and integrated with Whole Child criteria and on-line support
C) Media Center-Waiver and electronic media services provided
D) Transportation-Waiver and will not transport students
E) Special Education-will have 1.5 teachers and hire additional as needed
F) Alternative Education, including Alternative Learning Environments-will provide services and meet in several different ways of curriculum development
G) Gifted and Talented Program-Waiver but will also provide AP classes, concurrent classes, and career technical classes

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Because much of the instruction will be virtual in nature and the student schedules will be flexible in nature, we will request a waiver from food services requirements and will not participate in the National School Lunch program and other federal nutrition programs except as they relate to instructional programs designed to increase nutritional literacy of our students.

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

Parents of students enrolled in America's Charter school will have opportunities for full involvement through a variety of tools and strategies. At the beginning of each school year parents will attend a parent orientation meeting at which time a Parent Involvement Committee will be formed that will include interested parents. Regular, virtual meetings will be held throughout the school year using Skype and other digital resources. New Tech's online tool, ECHO, has many resources available to parents and

will serve as a type of online parent center. In addition to parent/teacher conferences, America's Charter School will also use regular surveys to solicit parental input into the programs offered by the school to gather school improvement suggestions.

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.

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: America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School may adopt an alternative calendar that reduces the number of vacation days in the summer to other times in the year. By creating more flexibility with the calendar, the first and second semesters can be more equally balanced, thereby improving semester courses taught in the first semester. By shortening the summer vacation and reallocating those vacation days into the regular academic year, teachers and students alike will be more refreshed and summer learning loss will be reduced.

B. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601et seq.: School District Boards of Directors Generally:

America's Charter School 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 America's Charter School by-laws.

C. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:

America's Charter School seeks exemption from this portion of the Education Code to the extent that its requires a vote by " licensed employees" before the Board of Directors may adopt a policy for implementing site-based decision making in America's Charter School, in light of the waiver request that is being made concerning "certified employees" under Section "G" on the following page. Instead, America's Charter School will require a vote by "instructional employees".

D. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:

America's Charter School 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:

America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School 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. Require 80% mastery before able to move on and lower than 70% for extra help.

G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom:

America's Charter School requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include but are not limited to: teachers with career experience, outside career certification or licensure in a specific field but extensive education in a different content matter. All interdisciplinary classes will be taught with at least one certified instructor.

H. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102: School Day:

America's Charter School 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, America's Charter School requests that "school day" be defined as a day in which classes are in-session and students receive at least four (4) hours of documented face to face and/or virtual instructional time. The instructional day will be extended up to and beyond 6 hours for students in need of additional assistance using a variety of technology (Skype, Compressed Distance Learning, Face-Time, Blackboard, Web/based instruction, and other strategies. An average of thirty hours per week will be documented in a similar manner.

I. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. America's Charter School may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, America's Charter School will seek alternative methods for prominently displaying the United States flag.

J. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:

America's Charter School 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. America's Charter School may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, America's Charter School will seek alternative methods for prominently displaying the Arkansas flag.

K. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114:

Daily Planning Period: America's Charter School seeks exemption from this portion of the Education Code. The individualized curriculum utilized by America's Charter School dramatically reduces the time needed by a teacher for instructional planning.

L. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:

America's Charter School 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 non-instructional duties per week. Instead, America's Charter School- 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 non-instructional 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:

America's Charter School seeks exemption from this portion of the Education Code. America's Charter School will not employ enough staff to comply.

N. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Licensed Personnel:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School- Arkansas will employ all employees on an "at-will" basis. This means that employment with America's Charter School is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code. Instead, the America's Charter School 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, America's Charter School 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 Certification-Waiver:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. America's Charter School will need the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. America's Charter School will need the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

R. Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:

America's Charter School seeks exemption from this portion of the Education Code.

S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, America's Charter School will have the flexibility to· identify and hire those individuals best suited to facilitate the school's unique educational program.

T. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:

America's Charter School 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 America's Charter School. 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:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, America's Charter School will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

V. Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:

America's Charter School seeks exemption from this portion of the Education Code. America's Charter School is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for America's Charter School 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:

America's Charter School 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:

America's Charter School 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, America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School 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, Subch~pter 23: Personnel Policy Law for Classified Employees:

America's Charter School seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School will provide compensation that is competitive with local public school districts. America's Charter School 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:

America's Charter School 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, America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires America's Charter School to implement a transportation program.

EE. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by America's Charter School 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:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at America's Charter School. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at America's Charter School 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 America's Charter School will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-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.

GG. STATUTE 6.17.114. Teacher planning time.

America's Charter School requests a waiver from the specific requirements of this standard for the new charter school. America's Charter School-Arkansas, will continue to provide adequate planning time for teachers (200 minutes per week), but requests greater flexibility in parceling planning time. This flexibility will allow for larger blocks of

time for co-planning and developing large projects which are integral to the success of integrated projects.

HH. STANDARD 9.03.3.11 Arkansas History: GRADES 5-8

America's Charter School requests that it be allowed to provide an alternative, effective way of teaching Arkansas History. Rather than teaching it as an isolated course, Arkansas history will be addressed in each grade level in a single class each year. By integrating it across the curriculum and into Project Based Learning, students will be more engaged with the subject matter and understand it more comprehensively, thus eliminating the need for a stand-alone Arkansas History course. All Arkansas History frameworks will still be addressed in the curriculum.

II. STANDARD 9.03.3.12 Course Credit: GRADE 8

America's Charter School requests that it be allowed to give credit to eighth graders for courses traditionally completed in High School specifically, Physical Science, CBA, Foreign Language, and Algebra I. The curriculum Frameworks in these courses will be addressed and taught. This will allow for science, vocational and mathematics frameworks to be introduced under the New Tech model at an earlier grade and still provide students with credit for the academic work they have achieved.

KK. STANDARD 9.03.4.1 CURRICULUM: LANGUAGE ARTS

We are asking for a waiver from teaching Speech & Oral Communications as an independent class. With a curriculum that is based on the PBL model, students will graduate from America's Charter School with a deep, meaningful presentation history and with a distinctively strong ability to communicate orally. The proper tools for strong oral communication skills will still be taught and measured uniformly, as all classes will use the same presentation rubric that was written according to the Arkansas frameworks and will later be adapted to fit the Common Core Standards. America's Charter School proposes that students receive their oral communication credit after successfully completing ninth and tenth grade English, at which point students will have had an ample oral communications background.

LL. STANDARD 10.02 CLASS SIZE

America's Charter School requests that it be given exemption from this standard because the nature of integrated units requires multiple classes to be combined creating larger class sizes than are currently allowed under this standard. The overall student to teacher ratio will not substantially change but may need to exceed current standards in some instances.

MM. STANDARD 10.02.5 CLASS SIZE AND TEACHING LOAD

America's Charter School requests an increase in the number of students a teacher can instruct in one day. As teachers will be a part of interdisciplinary, double blocked courses they have the potential to teach many more students in one day. However, they will be co-teaching these students which will offset the increase in students and the overall student to teacher ratio, or number per content area, will not

significantly change.

NN. STANDARD 14.01 GRADUATION REQUIREMENTS

I. America's Charter School requests exemption from teaching Career Orientation in eighth grade and to begin teaching the course CBA. Computer Business Applications (492129) (CBA).

II. America's Charter School requests a waiver from the state mandate to teach keyboarding in grades 5-8 but be allowed to move this instruction to mastery learning modules and integrated in the courses of the high school. Technology will remain an integral part of the charter classrooms. These and other important technological skills will be taught and practiced as a regular part of courses across the curriculum. Technology will be fully implemented in all classrooms.

OO. STANDARD 14.03 UNIT OF CREDIT

America's Charter School requests the ability to teach multiple subjects simultaneously, thus exempting it from Carnegie Units. This would shift the focus to skills acquired and mastery rather than amount of time students spend in a seat. This would be another factor to provide greater flexibility in scheduling. This request only affects how credit is awarded and will not change the number of credits required by the state for graduation or the number of courses to be taught.

PP. STANDARD 16.01.3 GUIDANCE AND COUNSELING

The America's Charter will provide an Advisor/Advisee Program. All students in grades eight through twelve will participate in this program for twenty minutes every day. Advisors will direct students to successfully complete the graduation requirements and will supervise students' course credits. These advisors will also teach the importance and necessity of post secondary planning. The advisors will also work with students on self exploration and college/career searches through several means, including Career Action Planning (CAP) conferences and parental involvement.

QQ. STANDARD 9.03.3.6 GRADE 8; FINE ARTS

The fine arts will be integrated in a substantive and meaningful way into the curriculum, particularly in the seventh and eighth grades. The fine arts do not happen in isolation of culture and intellect, but rather one greatly informs the other. This will increase appreciation of the arts across student demographics because it will have a presence across the curriculum. This integrative teaching will occur through Project Based Learning. Collaborative planning time between fine arts faculty and core course teachers will integrate fine arts components into projects that address Frameworks. Fine arts faculty will also have instructional time within these classrooms to address, explain and teach the fine art component of the project. As the fine arts will be addressed throughout the curriculum, America's Charter School requests exemption from the grade 8 art requirement.

RR. STANDARD 9.03.3.7 HEALTH &SAFETY

In full implementation of Project Based Learning, the content of several subjects will be regularly integrated into the curriculum. Through Integrated Courses and PBL in other classrooms, the content traditionally taught in the Health & Safety course will be taught in other courses. We, therefore, request a waiver from teaching Health and Safety as a standalone course.

SS. STANDARD 9.03.3.8 TOOLS FOR LEARNING

In full implementation of Project Based Learning, the content of several subjects will be regularly integrated into the curriculum. Through Integrated Courses and PBL in other classrooms, the content traditionally taught in Tools for Learning course will be taught in other courses.

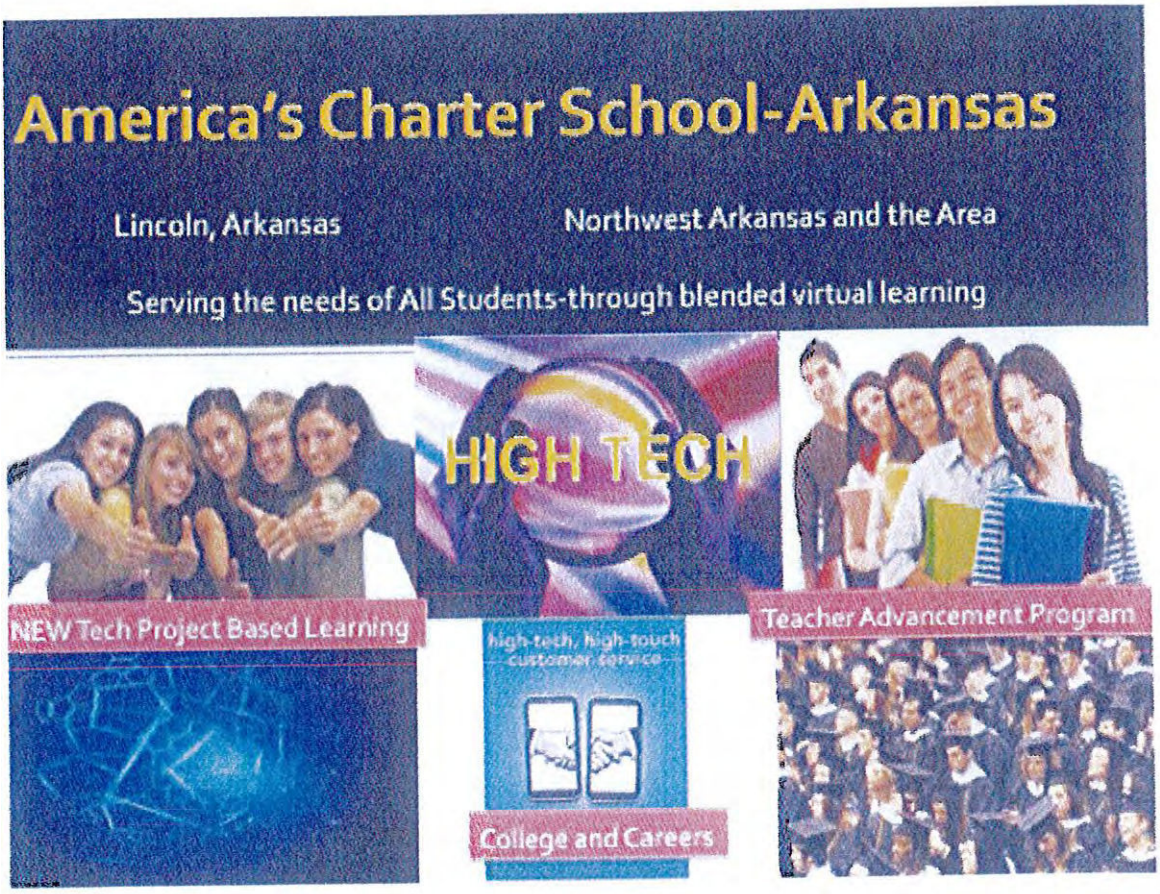
TT. STANDARD 9.03.3.9 CAREER AND TECHNICAL EDUCATION

America's Charter School provides excellent accessibility and consistent use of technology across the curriculum, through providing MacBooks to every student and digital resources. Regular technology skills such as keyboarding, program and software skills are utilized in every classroom. America's Charter School requests a waiver from teaching Computer Technology Introduction as technology will continue to be emphasized in every part of the curriculum.

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.

There should not be any detrimental impact to public schools as a result of the open enrollment charter school. Schools will be able to work together to attract more students back to their campuses and also allow students more flexibility to increase the graduation rate in those schools.

This should not have any impact on any court orders in the area or have an effect on any desegregated public school in the areas to be served.



Public Meeting for Open Enrollment Charter School
Tuesday August 14, 2012
6:00 pm-7:00 pm
Lincoln Community Building on the Square

Agenda: America's Charter School-Arkansas

1. **Welcome and Introductions**
   Please fill out the Survey
   Sign In Sheet
2. **Presentation of Charter-Dr. Frank Holman**
3. **Responses**
4. **Questions**
5. **Other**
6. **Adjourn**

Public Meeting Sign In Sheet

America's Charter School-Arkansas Open Enrollment Meeting

Tuesday August 14, 2012 6:00-7:00 pm Lincoln Community Building

Name	Address	Organization Representing, Parent, Other	Phone-email-or Contact
JASA Gilbert	102 East Cedar St	Parent Pre-School (Little)	jasachere@yahoo.co
JAMES Gilbert	102 East Cedar St	Parent	479-595-4442
Frank Holman	206 W Holt Row	Retired Teacher/[illegible]	4798242728
Jayce Holman	206 Holt	Retired Teacher/Grandparent	479-595-9503
James Gregory	17133 West [illegible] Rd. Canehill AR	Other -	479-466-7089
John Davidson	936 Hwy 267 Cane[illegible]		
[illegible]	808 [illegible]	Retired	[illegible] 0151
Rose Ann [illegible]	NWAT		
JERRY MIZELL	316 E PRIDEMORE LINCOLN	FIRST ASSEMBLY OF GOD CHURCH	824 3705
Mary B Gouker	2306 E 7th St Russellville, AR	ATU	264-2515
John Watson	827 Meadowview Rd, R'ville, AR	ATU	968-0319
Don Gregory	Canehill AR 17133 W Munyon Rd		848 3796

Survey Instrument:

America's Charter School-Arkansas

Please fill out and sign or you may wish to leave it blank

1. What is your initial feeling about the information shared tonight concerning the proposed America's Charter School?

   a. Supportive b. Not Supportive c. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?

   a. Yes b. no c. not sure

3. What is your greatest hope for this school to serve students in the area?

4. What are your top concerns or challenges you see ahead for the school?

5. What you like to receive additional information and materials in the future? If so be sure and have your contact information below.

   a. yes b. no c. not now

Signature_____

Contact _____

Memo: Public Meeting for America's Charter School-Arkansas
Where: Lincoln City Community Building on the Square
When: August 14, 2012 6:00-7:00 pm
Attendance: Small number 12-15
Communications: Advertised in NWA Times and Springdale News in regular section of the paper for three weeks prior to the meeting
Sent registered mail to Lincoln Superintendent of letter of intent to pursue the Charter and mailed hard copy of the public hearing to Lincoln, Prairie Grove, and Siloam Springs Superintendent's
Also sent out to all Superintendents in Washington, Benton, and Madison Counties and some in Crawford County, as well as I have personally discussed with seven superintendents in the area

Results: Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

Survey Instrument: America's Charter School-Arkansas
1. What is your initial feeling about the information share tonight concerning the proposed America's Charter School?

A. Supportive 100% B. Not Supportive C. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?
A. Yes 100% B. No C. Not sure

3. What is your greatest hope for this school to serve students in the area?
All students will be served and have opportunities for college and career More options, Better financed, That the need for alternatives be made available to at risk students, Meet the needs of students that are not being met by other schools, Help students with special circumstances to become successful, Those who are struggling in the situation they are in now, Provide choice to parents and students for a high-tech problem based learning environment, Opportunity for students to have additional options to meet their diverse needs, Help students who might otherwise "fall through the cracks", To keep kids learning

4. What are your top concerns or challenges you see ahead for the school?
Funding, Approval and Funding, Changing educators paradigm from threat to supporting or path for students at the center, Adequate funding stream, Finance, staffing, public awareness, Other schools support, Getting it started and up and running, Communications and opportunity

5. Would you like to receive additional information and materials in the future?
A. Yes 90% B. No C. Not now 10%

Comments and Other Suggestions:

Importance of meeting needs of students/connection to college and career tech
Media is represented here tonight
Is a charter school a treat in the area? Committed to making it a win/win for charter and public schools
You have been able to get people to see the benefits.
Will it help prepare for college?
How about preparing teachers for teaching in this type school? It will be like a lab for high tech, energetic and NTL teachers
Home Career Center has been approved-would those $ be applicable
Encouraged by the ability to offer
Will it be open for adult education classes? Age requirements are what for this school?
Technology, not for profit and start up costs how does it get funded? Use of the foundation funding.
Will there be cooperative funding for start up?

Again very supportive, good questions, excited about the options for parents and students. No negatives and no opposition for people in attendance.

Mayor of Lincoln was not able to attend but made a point to see me the next day and voice his support and encouragement as well as help.

Narrative Attachment #2

NORTHWEST ARKANSAS NEWSPAPERS LLC

NORTHWEST ARKANSAS DEMOCRAT-GAZETTE
THE MORNING NEWS OF SPRINGDALE
THE MORNING NEWS OF ROGERS
NORTHWEST ARKANSAS TIMES
BENTON COUNTY DAILY RECORD

212 NORTH EAST AVENUE, FAYETTEVILLE, ARKANSAS 72701 | P.O. BOX 1607, 72702 | 479-442-1700 | WWW.NWANEWS.COM

AFFIDAVIT OF PUBLICATION

I, Karen Caler, do solemnly swear that I am the Legal Clerk of the Northwest Arkansas Newspapers, LLC, printed and published in Benton County and Washington County, Arkansas, of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of:

AMERICA'S CHARTER SCHOOL
Notice of Public Meeting

Was inserted in the regular editions of
The Northwest Arkansas Times
The Springdale Morning News

on: July 20, 27, August 3, 2012

Publication Costs: $ 262.20

Karen Caler
Karen Caler

Subscribed and sworn to before me
This 6 day of Aug, 2012.

Cathy Wiles
Notary Public

My Commission Expires: 2/20/2014

CATHY J. WILES
Benton County
My Commission Expires
February 20, 2014

Do Not Pay from Affidavit

Invoice will be sent

Notice of Public Meeting

America's Charter School

America's Charter School, a proposed open-enrollment public charter school, is a unique and exciting new concept in education, offering a comprehensive, quality education for students in Grades 8-12 in a blended/virtual setting. Please join us on Tuesday, August 14 from 6:00 p.m. to 7:00 p.m. at the Community Center on the Square in Lincoln to hear more about this new and exceptional educational opportunity. For more information, please call us at (479) 824-2728. We look forward to seeing you on August 14.

Narrative Attachment #3

STAFF PHOTO ANDY SHUPE

Tyler Benson sit Thursday with Garry McKnight, who is accused
aimed contained a bomb, during a competency hearing in the

To State Hospital Twice Since Arrest

stions based on his score on the Georgia Competency Test. The test consists of 21 evaluations of a person's ability to comprehend court functions, assist their attorney and comprehend charges against them.

"He cooperated with me during the exam and his behavior was appropriate," Whitmore said.

McKnight appeared lethargic at times during the hearing Thursday. He often laid his head on the table in front of him.

At one point he shouted, "I'm not crazy."

"I can't ignore the fact that the defendant, on at least four occasions, has been found to be a malingerer," Storey said. "Dr. Back said it's a judgment call as to whether or not he's able to assist his attorney. In my judgment, the defendant is fit to proceed."

McKnight is in the Washington County Detention Center without bond.

than 2,000 of the signatures gathered by Keep Dollars in Benton County were invalid to have the certification overturned. The group needed 41,171 signatures to make the ballot.

Marshall Ney, spokesman for Keep Dollars in Benton County, has said the group will focus on getting voters to the polls on election day. He said after the signatures [illegible] gathered, 41 percent of the county's voters, is a strong statement of support.

The challenge period was the last hurdle facing the group before the general election Nov. 6. Keep Dollars in Benton County spent five months and more than $400,000 to clear the signature requirement of 38 percent of registered voters needed for ballot access.

CORRECTIONS

As a matter of policy, the Northwest Arkansas Times will publish corrections of errors in fact that have been printed in the newspaper.

The corrections will be made as soon as possible after the error has been brought to the attention of the editor at 571-6429.

Sasha Volk is an employee of the Greenland Mini Mart. Her name was misspelled in a report in Thursday's edition about the store selling a $1 million lottery ticket.

Notice of Public Meeting

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For more information, please call us at (479) 824-2728.
We look forward to seeing you on August 14.

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Former Superintendent Seeks To Open School

IDEA RECEIVES STRONG SUPPORT AT PUBLIC MEETING IN LINCOLN

By Rose Ann Pearce
RPEARCE@NWAONLINE.COM

LINCOLN — A proposed open enrollment charter school, offering a blend of online courses and classroom time, received strong approval from a small, but supportive group, Tuesday night.

Frank Holman, retired Lincoln superintendent, plans to apply to the Arkansas State Board of Education to open America's Charter School Arkansas for the 2013-14 school year. The application is due to the Education Department by Aug. 30.

The Rev. Jerry Mizell, a local pastor, said he was encouraged by Holman's proposal to give teens a connection to alternatives in their education.

Mary Gunter, director of the Center for Leadership and Learning at Arkansas Tech University in Russellville, said, "Anytime there is an opportunity to provide parents and students with a viable choice, it's a win-win."

The proposal also opens up opportunities for teachers with nontraditional licenses to offer their professional expertise to students, she said.

The public meeting is part of the application process, according to the Education Department's website.

Holman's plan is to enroll 250 students the first year to offer a combination of online classes and personal time with teachers with a technology enriched curriculum which would be personalized and customized to meet the needs of individual students and their families.

The school will be designed to serve students with at-risk needs, language barriers and students who have difficulty fitting into the traditional school environment.

Students will be required to have 75 hours of community service per year, with 200 presentations to peers and the public and approved on-the-job experience before graduation, Holman said.

SEE SCHOOL PAGE 2A

TODAY'S WEATHER

90/70
BEAVER LAKE
1,112.6 FEET

NORTHWEST ARKANSAS TIMES
Volume 146, Number 25

Cabela's Offers Sneak Peek

AT A GLANCE

OPENING DAY

Cabela's, headquartered in Sydney, Neb., will open at 9 a.m. Aug. 30 at 2300 Promenade Blvd. in Rogers. Cabela's sells fishing, hunting and camping gear, clothing and equipment. The company was founded in 1961 by brothers Dick and Jim Cabela in Nebraska.

SOURCE: STAFF REPORT

By Flip Putthoff
FPUTTHOFF@NWAONLINE.COM

ROGERS — A giant catfish named by the Cabela's staff as "Big Bertha" cruised lazily in a pool-sized aquarium Tuesday, wowing visitors with its size during a preview of the outdoor retail store.

The 45-pound fish will have an audience of thousands when Cabela's opens for business at 9 a.m. Aug. 30 at 2300 Promenade Blvd.

Chris Comer, general manager of the Rogers Cabela's, expects 3,000 to 6,000 customers on opening day who will browse the selection of outdoor gear, admire wildlife displays and watch fish swim in two aquariums big enough in which to swim.

Cabela's staff on

SEE PEEK PAGE 2A

STAFF PHOTO ANTHONY REYES

Chris Baker, aquarium curator at Cabela's, talks Tuesday about some of the fish in the warm water tank in Rogers. The store is set to open at 9 a.m. Aug. 30.

Narrative Attachment # 4

July 27, 2012

Dr. Allen Williams: Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

July 27, 2012

Mr. Clay Hendrix: Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

July 27, 2012

Mr. VanDyke (Mike): This letter is to inform you and other superintendents in the coop of my intention to open America's Charter School. I have visited with several but will be happy to discuss how this could be a win/win for districts and the charter. Several of the charter applications are from out of state charters with for profit corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, as well as students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

America's Charter School is a proposed open enrollment charter school. A letter of intent to pursue the charter was sent into ADE June 30, 2012.
The application is due by August 31, 2012 and if approved by the state Board of Education students will enroll for the August 2013 school year.

Publications for a Notice of a Public Meeting is running for three weeks in the NWA Democrat/Gazette and we will have a public meeting in the community center on the square in Lincoln from 6:00 pm to 7:00 pm on Tuesday August 14th.

I am planning to meet with Coops and administrators to communicate the Charter will be a win-win proposition with districts and run by in state educators. It will be a, not for profit Charter, and a public school Charter if approved. Work is progressing on developing:

Application and 501c3 Corporation

Communications Plan including—web page, apps, research, and Charter information, goals, and results.

Partnership Opportunities: win/win for districts

America's Charter School is an open enrollment public school sanctioned and certified by the Arkansas Department of Education. This is an innovative and creative school for students with various learning needs and goals.

The school will be a blended/virtual school with instruction provided both on-line as well as at home, using face to face instruction through the latest in technology including Skype, FaceTime, live video, and blackboard. The student will have a combination of assignments, some work will be on computers alone, some work will involve collaboration with other students/teachers, as well as experts

in the field. Assessments will have a real world application to learning and students will be able to present their projects/solutions to peers and the public. Also the students will have quality teachers for guidance and assistance throughout their projects and will have direct instruction (workshops) as needed.

The four pillars of America's Charter School are:

a. High Tech using one-to-one computers, digital resources, and the latest in technology delivery.
b. Teacher Advancement Program-all teachers will use the latest best practices portal and research of the TAP program with curriculum, instruction, assessments, and accountability for performance based incentives (TAP Portal)
c. New Tech Model of project based learning and collaborative 21st Century tools for learning using the ECHO system with numerous rubrics and projects in the library.

d. College and Career readiness curriculum to prepare students to be successful for an Associate Degree or a Career Technical Education experiences and or industry certifications

America's Charter School will be able to customize and personalize the learning based on the needs of students as well as their families. The school will be able to serve students in the region including students with at risk needs, language barriers, and students that have difficulty fitting into the traditional school environment by providing the flexibility and personalization needed for success.

The Common Core Curriculum will be taught in a method to prepare students to be successful for College and Career in the new economy and apply the 21st Century Learning Skills based on their goals for the future.

Partnership with parents, other schools,

universities, career technical centers, business/industry, and other public agencies will be paramount for the success of this school. Students will be required to have a minimum of 75 hours of community service hours per year, 200 presentations to peers/public, and an approved on the job experience before graduation.

Narrative Attachment # 5

AMERICA'S CHARTER SCHOOL - ARKANSAS

BYLAWS

These Bylaws (the "Bylaws") govern the affairs of America's Charter School - Arkansas, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I
Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is America's Charter School - Arkansas.

Section 2. Location. The principal location of the Corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purposes. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II
Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III
Board of Directors

Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The initial number of directors shall be five. Thereafter, the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, or by due election of that number of directors, but no decrease shall have the effect of decreasing the number of directors below three (3).

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. Removal. The Board of Directors may remove any Director or Officer from his/her position as a Director by two-thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

Section 7. Vacancies. The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

Section 9. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 10. Special Meetings. Special meetings of the Board of Directors may be held at any time upon the call of the President or three (3) directors for the transaction of such business as may properly be brought before the Board of Directors.

Section 11. Notice. Written notice to each Director shall be given not less than thirty (30) days before the date of the Annual Meeting, ten (10) days before any Regular meeting and not less than twenty-four (24) hours before a special meeting and shall include the time, place and purpose of such meeting. A waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any and all meetings of the Board of Directors, or any committee thereof, shall be held in compliance with the Arkansas Freedom of Information Act, the Arkansas Charter Schools Act of 1999 and any other state law applicable to such meetings, including any notices required thereby.

Section 12. Quorum and Voting. A majority of the full number of directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Articles of Incorporation, or by these Bylaws. Each Director shall have one (1) vote, except that the President shall only vote if there is an equal number of votes for and against a matter in order to break the tie and allow the matter to be decided. Every act of a majority of the directors entitled to vote and present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Meetings by Conference Telephone. Members of the Board of Directors, or any committee designated by the Board of Directors, may participate in a meeting of the Board of Directors or such committee by means of conference telephone or similar communications equipment if all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 13 shall constitute presence in person at such meeting.

Section 14. Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business.

Section 15. Committees. The Board of Directors may appoint standing committees and/or ad hoc committees as the Board deems necessary or advisable for the effective governing of the Corporation or any of its schools. Each committee shall have a charge specific to its permitted activities. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school.

Section 16. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any director after such director's three unexcused, consecutive absences to ascertain the director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV
Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Any two or more offices may be held by the same person.

Section 2. Election. The Officers shall be elected by the Board of Directors at each Annual Meeting of the Board of Directors and shall serve for one year and until their successors are elected and qualified. Any Officer or agent elected or appointed by the Board of Directors may resign at any time.

Section 3. Vacancies. If the office of the President or Secretary becomes vacant for any reason, the Board of Directors shall elect a person to fill the vacancy. If the office or any other Officer becomes

vacant, the Board of Directors may fill the vacancy as the Board of Directors deems proper.

Section 4. Duties and Powers. The Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member.

ARTICLE VI
Conflict

No Officer or member of the Board of Directors shall enter into any contract with the Corporation in which the interest of such individual and that of the Corporation may conflict, unless such contract be approved by vote of at least two-thirds (2/3) of the members of the Board of Directors present and eligible to vote at any meeting at which a quorum is present.

ARTICLE VII
Indemnification and Insurance

Section 1. Indemnification of Officers, Directors and Agents. The Corporation may indemnify a person who was, is, or is threatened to be made a named defendant or respondent in a proceeding because the person is or was a director, officer, employee, agent or volunteer of the Corporation to the fullest extent permitted by the Act, specifically including A.C.A. § 4-33-851 and A.C.A. § 4-33-856, provided such indemnification is permitted by the applicable provisions of the Code. Such indemnification may include the advancement of expenses to the full extent permitted by the Act.

Section 2. Insurance. The Corporation may procure or maintain insurance and such other arrangements as are expressly authorized by the Act (A.C.A. § 4-33-857), at its expense, to protect it and officer, director, employee or agent, whether or not the Corporation would have the power to indemnify such person against such expense or liability.

ARTICLE VIII
General Provisions

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The Board of Directors shall establish a policy setting the amount above which checks must have the signatures of both the President and the Secretary.

Section 3. Execution of Documents. Unless specifically authorized by the Board of Directors or as otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or legal written instruments executed in the name of and on behalf of the Corporation shall be signed and executed by the President pursuant to the general authorization of the Board of Directors.

Section 4. Records. The Corporation will keep correct and complete records of account and will also keep minutes of the proceedings of the Board of Directors and committees. The Corporation will keep at its principal place of business the original or a copy of its bylaws, including amendments to date certified by the Secretary of the Corporation.

Section 5. Legal Authorities Governing Construction of Bylaws. The Bylaws shall be construed in accordance with the laws of the state of Arkansas. All references in the Bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Section 6. Legal Construction. If any Bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not affect any other provision, and the Bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the Bylaws.

ARTICLE IX
Dissolution

No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law, the Corporation shall distribute its assets as set forth in the Articles of Incorporation.

ARTICLE X
Amendments

The Board of Directors shall have the power to make, amend, or repeal these Bylaws, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and, if required, posted in all places required by the Arkansas Freedom of Information Act. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board of Directors, except that Article I, Section 4. and Article IX may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

The Board of Directors shall have the power to amend the Articles of Incorporation, either in whole or in part, by the approval of two-thirds (2/3) of the full membership of the Board of Directors, except that Article V may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

Required Attachment #1

Americas Charter School-Arkansas 2013-14 calendar

AUGUST
7th-9th New Teacher Orientation 12th-14th Teacher In-Service required School
19th First Day for Students
SEPTEMBER
2nd Labor Day Holiday
19th Parent Teacher Conference School
20rd Teacher In-Service required
OCTOBER
18th End of 1st quarter
NOVEMBER
25th-29th Thanksgiving Break
DECEMBER
23-January 5th Christmas Holiday

JANUARY
6th School Resumes
FEBRUARY
6th Parent Teacher Conf.
10th Teacher In-Service req.
MARCH
7th End of 3rd quarter 17-21 Spring Break
Good Friday Holiday
MAY
19th –21st Semester Test
End of 4th Quarter (178
26th Memorial Day Holiday May
22—28 Five Snow days built in
18-20 Semester Tests

178 Days for Students

2 Days for PTC

10 Days for PD

190 Days total

190 Total DaysAmerica's Charter School High School Instructional Schedule							
	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00-PM
Monday	Language Arts	Language Arts	Math		Teacher LAB	Teacher Lab	Teacher Extra Help Session
	Collaborative Time	Math Lab		Collaborative Time	Science		Elective
Tuesday	Math	Foreign Language	Math Lab	Reading Lab	Math Lab	Math Lab	LA LAB
	Writing Workshop		Science Lab		Social Studies / History	Integrated Class	Integrated Class
Wednesday	Math	Language Arts	Intensive Reading	Reading Lab	ART/Project Lab	Math Lab	Math Lab
							LA LAB
Thursday	Language Arts	Foreign Language	Elective	Reading Lab	Math Lab	Math Lab	Math Lab
		Career Planning					Advanced Learners
	Project Focus	Project	Project	Workshop	Workshop	Workshop	Career Planning
Friday	1 on 1/small group	Intensive Reading	1 on 1/ small group	1 on 1/small group	1 on 1/small group	Social Studies / History	Science
	Math Lab	Math Lab	Math Lab	Reading Lab	Workshop	Project Work	Career Planning

Math, Language Arts, Science, and Social Studies are all scheduled times for direct instruction with staff, as well as extra help sessions with Workshops assigned for students needed more assistance.

Integrated Classes will be assigned as soon as schedules are finalized based on student interests and career goals. Student performance will be able to be tracked and verified using ECHO system, and TAP Portal for teachers.

The instruction will be a competency based mastery learning system for students to meet mastery of the content at 80% levels and when falling lower than 70% a required time for extra help will be scheduled.

Content will be taught in projects using the library of New Tech, ACOTT, Buck Institute, Digital Libraries, and other sources to meet the Common Core Standards

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm MBR Lincoln Area Realty

Lessee (Tenant): Frank Holman, Director, America's Charter School

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 Office Space

Premises: 303 East Pridemore Drive, Lincoln, AR 72744
address

20000
square footage

Terms of Lease: One Year: August 1, 2012 through July 31, 2014

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
_____	_____
By _____	By _____
Date _____	Date _____

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (500) x $6,267.00 State Foundation Funding		
3			$3,133,500.00
4	No. of Students (500) x $42.38 Professional Development		$21,190.00.00
5	No. of Students (250) x eligible rate* NSLA Funding		$129,250.00
6	Total State Charter School Aid		$3,283,940.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$3,283,940.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions **2**)*	$160,000	
21	Fringe Benefits	$42,640	
22	Purchased Services	$25,000	
23	Supplies and Materials	$10,000	
24	Equipment	$5,000	
25	Other *(Describe)*		$242,640.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions **25**)*	$1,320,526.30	
29	Fringe Benefits	$351,920.26	
30	Purchased Services	$563,690.00	
31	Supplies and Materials	$12,250.00	
32	Equipment	$31,250.00	
33	Other *(Describe)*		$2,329,886.56

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions* **1.5** *)*	$75,000.00	
Fringe Benefits	$19,987.50	
Purchased Services	$3,750.00	
Supplies and Materials	$750.00	
Equipment	$1,875.00	
Other *(Describe)*		$101,362.50.00
Gifted and Talented Program:		
Salaries: *(No. of Positions 0)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions* **1** *)*	$50,000	
Fringe Benefits	$13,325.00	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500	
Other *(Describe)*		$68,825.00
Guidance Services:		
Salaries: *(No. of Positions* 0 *)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions 0)*	Waiver Request	
Fringe Benefits		
Purchased Services	$21,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$21,000.00

(Budget Continued)

Media Services: Technology Support		
Salaries: *(No. of Positions (**1**)*	$50,000	
Fringe Benefits	$13,325.00	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500	
Other *(Describe)*		$68,825.00
Fiscal Services:		
Salaries: *(No. of Positions_**1**__)*	Contract Service	
Fringe Benefits		
Purchased Services	$40,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$40,000.00
Maintenance and Operation:		
Salaries: *(No. of Positions_**0**__)*	NA	
Fringe Benefits		
Purchased Services	Waiver- Leased facilities	
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*	None/Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions_**0**__)*	Waiver Request	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

	(Budget Continued)		
Data Processing:			
	Salaries: *(No. of Positions 1)*	Contract Service	
	Fringe Benefits		
	Purchased Services	$40,000	
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		$40,000.00
Substitute Personnel:			
	Salaries: *(No. of Positions* 1@125 days*)*	@ $81.50 per day	
	Fringe Benefits (Contract Service)		$10,187.50.00
Facilities:			
	Lease/Purchase (contract for one total year including facility upgrades)	$6,000	
	Please list upgrades:		
	Utilities (contract for one total year including facility upgrades)	$2,400	
	Insurance (contract for one total year including facility upgrades):		
	Property Insurance		
	Content Insurance	$600	$9,000
Debt Expenditures:		Student Laptop computers	$210,000.00
Other Expenditures:			
	(Describe)		$0.00
TOTAL EXPENDITURES			$3,141,726.56

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students ((500) x $6,267.00 State Foundation Funding		
3			$ 3,133,500.00
4	No. of Students (500) x $42.38 Professional Development		$ 21,190.00
5	No. of Students (250) x eligible rate* NSLA Funding		$ 129,250.00
6	Total State Charter School Aid		$ 3,283,940.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$ 3,283,940.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 2)*	$160,000	
21	Fringe Benefits	$42,640	
22	Purchased Services	$25,000	
23	Supplies and Materials	$10,000	
24	Equipment	$5,000	
25	Other *(Describe)*		$242,640.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 25)*	$1,333,026.30	
29	Fringe Benefits	$355,251.51	
30	Purchased Services	$563,690.00	
31	Supplies and Materials	$12,500.00	
32	Equipment	$31,250.00	
33	Other *(Describe)*		$2,346,217.81

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions* 1.5)	$75,750.00	
Fringe Benefits	$20,187.38	
Purchased Services	$3,750.00	
Supplies and Materials	$750.00	
Equipment	$1,875.00	
Other *(Describe)*		$102,312.38
Gifted and Talented Program:		
Salaries: *(No. of Positions_0_)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions(1)*	$50,500.00	
Fringe Benefits	$13,458.25	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500.00	
Other *(Describe)*		$69,458.25
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions_0_)*	Waiver	
Fringe Benefits	Contract Service	
Purchased Services	$21,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$21,000.00

74	*(Budget Continued)*		
75	Media Services: Technology Support		
76	Salaries: *(No. of Positions 1)*	$50,500.00	
77	Fringe Benefits	$13,458.25	
78	Purchased Services	$2,500.00	
79	Supplies and Materials	$500.00	
80	Equipment	$2,500.00	
81	Other *(Describe)*		$69,458.25
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions 1)*	Contract Service	
85	Fringe Benefits		
86	Purchased Services	$40,000.00	
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		$40,000.00
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions 0)*	Waiver	
93	Fringe Benefits	Leased Facilities	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other *(Describe)*		$0.00
99			
100	Pupil Transportation:	Waiver	
101	Salaries: *(No. of Positions 0)*		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		$0.00
106	Other *(Describe)*		
107			
108	Food Services:	Waiver	
109	Salaries: *(No. of Positions 0)*		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		$0.00
114	Other *(Describe)*		

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions_1_)*	Contract Service	
118	Fringe Benefits		
119	Purchased Services	$40,000.00	
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$40,000.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions_1@125 days)*	@ $81.50 per day	
126	Fringe Benefits		$10,187.50.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	$6,000.00	
130	*Please list upgrades:*		
131			
132	Utilities (contract for one total year including facility upgrades)	$2,400.00	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance	$600.00	$9,000.00
136			
137	Debt Expenditures:		$210,000.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$3,160,274.18

Required Attachment #4

Americas Charter School Teacher Salary Schedule. Can increase up to $5,000 average for performance incentives.

Experience	Bachelor	Masters
0	$36,000.00	$40,000.00
1	$36,500.00	$40,500.00
2	$37,000.00	$41,000.00
3	$37,500.00	$41,500.00
4	$38,000.00	$42,000.00
5	$38,500.00	$42,500.00
6	$39,000.00	$43,000.00
7	$39,500.00	$43,500.00
8	$40,000.00	$44,000.00
9	$40,500.00	$44,500.00
10	$41,000.00	$45,000.00
11	$41,500.00	$45,500.00
12	$42,000.00	$46,000.00
13	$42,500.00	$46,500.00
14	$43,000.00	$47,000.00
15	$43,500.00	$47,500.00
16	$44,000.00	$48,000.00
17	$44,500.00	$48,500.00
18	$45,000.00	$49,000.00
19	$45,500.00	$49,500.00
20	$46,000.00	$50,000.00
21	$46,500.00	$50,500.00
22	$47,000.00	$51,000.00
23	$47,500.00	$51,500.00
24	$48,000.00	$52,000.00
25	$48,500.00	$52,500.00

Administrator Salary will be based upon 1.5X teacher salary.
Director will be 1.75X teacher salary.

Instructional Aides will be paid .5 of Bachelor scale unless they have additional Industry Certifications in which case they will be paid .5 of the Masters Scale.

In addition all employees will receive fringe amount of $200 toward health insurance and other fringe benefits such as life insurance, dental and vision coverage.

STATE OF ARKANSAS

SECRETARY OF STATE

Mark Martin
ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

AMERICA'S CHARTER SCHOOL

filed in this office August 24, 2012 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of August, 2012.

Mark Martin

Arkansas Secretary of State

ARTICLES OF INCORPORATION
OF
AMERICA'S CHARTER SCHOOL - ARKANSAS

The undersigned hereby states the following in order to form a nonprofit corporation under the Arkansas Nonprofit Corporation Act:

ARTICLE I

The name of the Corporation is: "America's Charter School - Arkansas" (referred to below as the "Corporation").

ARTICLE II

The Corporation is a nonprofit, public benefit corporation formed pursuant to the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation shall have no members.

ARTICLE III

The initial registered office of the Corporation shall be: 206 West Holt Road, Lincoln, Arkansas 72744, and the registered agent is Dr. Frank Holman at such address.

ARTICLE IV

The name and address of the sole Incorporator are as follows: Dr. Frank Holman, 206 West Holt Road, Lincoln, Arkansas 72744.

ARTICLE V

Section 5.1. General Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), by entering into charters for the establishment of one or more charter schools (as defined in Ark. Code Ann. Title 6 Chapter 23) within the State of Arkansas, by providing educational services to primary or secondary school students, and by arranging for or providing management services to charter schools, as more particularly stated in Section 5.2 below. The schools shall be established in accordance with the Arkansas Act known by the title "The Arkansas Charter Schools Act of 1999."

Section 5.2. Specific Purposes and Powers. In addition to and in furtherance of the general purposes stated in Section 5.1, the Corporation shall operate for the following specific purposes and shall have the following powers:

(a) To enter into one or more charters for the establishment of charter schools;

(b) To form, manage, oversee, support and otherwise encourage the continuation of public charter schools within Arkansas;

(c) To provide educational services to primary and secondary school students of Arkansas;

(d) To solicit and accept contributions and grants from the general public, from governmental units, and from various charitable funding sources, exclusively for the charitable and educational purposes set forth in or permitted in this Article V;

(e) To receive, invest, reinvest, maintain, and sell or otherwise dispose of funds of money or other property and to use and apply all or any part of such money and property exclusively for charitable and educational purposes described in Section 501(c)(3) of the Code, including but not limited to:

(i) Direct expenditures in carrying out the activities or serving the purposes set forth in this Section 5.2; or

(ii) Contributions or distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code; and

(f) To perform any other lawful acts in furtherance of any exclusively charitable or educational purpose for which a nonprofit charitable corporation and a charter school organizer may be operated under applicable Arkansas law and Section 501(c)(3) of the Code.

Nothing in these Articles of Incorporation, except the succeeding Sections 5.3 through 5.4, limits the authorized purposes or activities of the Corporation under the Act or limits the duration and powers of the Corporation as provided in the Act.

Section 5.3. General Prohibitions and Restrictions. No part of the net earnings of the Corporation will inure to the benefit of any Director or officer of the Corporation or to the benefit of any other private individual other than public school students who attend charter schools that are operated and/or organized by the Corporation or who receive educational services from the Corporation. However, the Corporation may pay reasonable compensation for services rendered to the Corporation and may make payments and distributions in furtherance of one or more of the Corporation's exempt purposes stated in this Article V.

Notwithstanding any other provision of these Articles of Incorporation or state law, the Corporation shall be subject to the following provisions:

(a) The Corporation shall not engage in or carry on any activities that are not permitted by:

(i) A corporation exempt from federal income tax under Section 501(c)(3) of the Code; or

(ii) A corporation, contributions to which are deductible under Section 170(c)(2) of the Code; or

(iii) A public charter school organized under Arkansas law.

(b) The Corporation shall not engage in activities or use its assets in manners that are not in furtherance of one or more exempt purposes, as set forth above and defined by the Code and related regulations rulings, and procedures except to an insubstantial degree.

(c) The Corporation shall not serve a private interest other than one that is clearly incidental to an overriding interest.

(d) The Corporation shall not attempt to influence legislation by propaganda or otherwise, except as provided by the Code and related regulations, ruling and procedures.

(e) The Corporation shall not participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office. The prohibited activities include the publishing or distributing of statements and any other direct or indirect campaign activities.

(f) The Corporation shall not permit any part of the net earnings of the Corporation to inure to the benefit of any private individual.

(g) The Corporation shall not carry on an unrelated trade or business, except as a secondary purpose related to the Corporation's primary, exempt purpose.

(h) The Corporation shall make qualifying distributions each taxable year at such time and in such manner as not to subject the Corporation to tax under Section 4942 of the Code.

(i) The Corporation shall not engage in any act of self-dealing, as defined in Section 4941(d) of the Code.

(j) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

(k) The Corporation shall not make any investments in a manner that would subject it to tax under Section 4944 of the Code.

(l) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Section 5.4 Dissolution. No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law:

(a) The Corporation shall first return to the Arkansas Department of Education (the "Department") all funds remaining that the Corporation received from the Department; and

(b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit charitable or educational purposes to one or more organizations that are organized and operated for such purposes and which are, at the time of such distribution, a qualified 501(c)(3) organization described in Sections 170(c)(1) or 170(c)(2) of the Code.

ARTICLE VI

The initial Board of Directors of the Corporation (the "Board") shall be composed of five (5) members. The names and addresses of the persons who are to serve as the initial Board of Directors are:[1]

Dr. John Watson, 827 Meadow Rue, Russellville, AR 72802

John L. Davidson, 936 Hwy 287, Conway, AR 72032

Dr. Merle Dickerson, 23 Westville, Van Buren, AR 72956

Dr. Mary B. Gunter, 2306 West 7th Street, Russellville, AR 72802

All the Corporation's activities and operations shall be managed by the Board. The Board may from time to time fix the number of Directors as set forth in the Bylaws, but the number of directors shall not be less than three (3).

INWITNESS WHEREOF, the undersigned Incorporator executes these Articles of Incorporation on this 23 day of August, 2012, and certifies the truth of the facts stated therein.

Dr. Frank Holman, Incorporator

Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. December 2011)

Changes for Form 1023:

- Mailing address
- Parts IX, X and XI

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File,* has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov and click on "Charities and Non-Profits," then in the top right "Search" box type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement 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:

   a. Three years of financial information if you have not completed one tax year, or

   b. Four years of financial information if you have completed one tax year.

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX, has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and **do not sign** the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. $400 for organizations whose gross receipts do not exceed $10,000 or less annually over a 4-year period.

2. $850 for organizations whose gross receipts exceed $10,000 annually over a 4-year period.

For the current user fee amounts go to IRS.gov and select "Charities and Non-Profits" from the buttons near the top. Then select "Where Is My Exemption Application" and in the second paragraph click on "user fee." Alternatively, you can do a search for "user fees" with the applicable year in the "Search" box in the top right. Finally, you can also call 1-877-829-5500.

Application for Reinstatement and Retroactive Reinstatement. After your organization's tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write "Automatically Revoked" at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at *http://www.irs.gov/irb/2011-25_IRB/ar10.html*, for details. Smaller organizations -- defined as having annual gross receipts of not more than $50,000 in its most recently completed tax year -- that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee. See Notice 2011-43, 2011-25 I.R.B. 882, at *http://www.irs.gov/irb/2011-25_IRB/ar09.html*, for details.

Printed on recycled paper

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

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

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** 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**) **America's Charter School - Arkansas**	2 c/o Name (if applicable)
3 **Mailing address** (Number and street) (see instructions) Room/Suite **206 West Holt Road**	4 Employer Identification Number (EIN) **46-0857452**
City or town, state or country, and ZIP + 4 **Lincoln, AR 72744**	5 Month the annual accounting period ends (01 – 12) **06**
6 Primary contact (officer, director, trustee, or **authorized representative**) a Name: **Frank Holman**	b Phone: **479-966-7030** 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, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☑ **Yes** ☐ **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. ☐ **Yes** ☑ **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. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **08 / 24 / 2012**

12 Were you formed under the laws of a **foreign country?** If "Yes," state the country. ☐ **Yes** ☑ **No**

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): Pages 1-2, Article V	☑
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. Pages 3-4, Article V, Section 5.4	
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)
Dr. Frank Holman	Director of the School	206 West Holt Road Lincoln, AR 72744	$100,000
Dr. John Watson	Director	827 Meadow Rue Russellville, AR 72802	None
John Davidson	Director, Vice President	936 Hwy 287 Conway, AR 72032	None
Dr. Merle Dickerson	Director, Secretary, Treasurer	23 Westville Van Buren, AR 72956	None
Dr. Mary B. Gunter	Director	2306 West 7th Street Russellville, AR 72802	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)
See attached statement			

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)
See attached statement			

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
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.		
6a	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 sales 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.	☑ 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.	☑ 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

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ 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. ☐ 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.	☐ 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. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

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 (a) through (d)
		(a) From 7/1/13 To 6/30/14	(b) From 7/1/14 To 6/30/15	(c) From 7/1/15 To 6/30/16	(d) From ... To ...	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	3,283,940	3,283,940	3,283,940		9,851,820
	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)					
	8 Total of lines 1 through 7	3,283,940	3,283,940	3,283,940		9,851,820
	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	3,283,940	3,283,940	3,283,940		9,851,820
	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	3,283,940	3,283,940	3,283,940		9,851,820
Expenses	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	101,320	101,320	101,320		
	18 Other salaries and wages	2,005,590	2,023,638	2,023,638		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	21,000	21,000	21,000		
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)	1,025,817	1,026,316	1,026,316		
	24 Total Expenses Add lines 14 through 23	3,153,727	3,172,274	3,172,274		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: N/A

			(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. ☐ Yes ☑ 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. If you are unsure, see the instructions. ☐ Yes ☑ No

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. ☐

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

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

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)	(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? 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).	☐ Yes	☑ No
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 ▶ Frank Holman (Signature of Officer, Director, Trustee, or other authorized official)

Frank Holman (Type or print name of signer)

Director and President (Type or print title or authority of signer)

8/24/2012 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form **1023** (Rev. 6-2006)

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	☐ Yes	☐ No
b	Do you have a form of worship? If "Yes," describe your form of worship.	☐ Yes	☐ No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	☐ Yes	☐ No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	☐ Yes	☐ No
c	Do you have a literature of your own? If "Yes," describe your literature.	☐ Yes	☐ No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	☐ Yes	☐ No
b	What is the average attendance at your regularly scheduled religious services?		
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	☐ Yes	☐ No
b	Do you own the property where you have an established place of worship?	☐ Yes	☐ No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	☐ Yes	☐ No
7	How many members do you have?		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	☐ Yes	☐ No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	☐ Yes	☐ No
c	May your members be associated with another denomination or church?	☐ Yes	☐ No
d	Are all of your members part of the same **family**?	☐ Yes	☐ No
9	Do you conduct baptisms, weddings, funerals, etc.?	☐ Yes	☐ No
10	Do you have a school for the religious instruction of the young?	☐ Yes	☐ No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	☐ Yes	☐ No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	☐ Yes	☐ No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	☐ Yes	☐ No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	☐ Yes	☐ No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	☐ Yes	☐ No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	☐ Yes	☐ No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	☐ Yes	☐ No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	☐ Yes	☐ No

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? Lincoln, Washington 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. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☐ No
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. **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 VIII, line 7b.	☐ Yes	☐ No

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

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A						
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A								
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital.** See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital** or **medical care.** Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

1a	Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.	☐ Yes	☐ No
2a	Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain.	☐ Yes	☐ No
b	Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain.	☐ Yes	☐ No
c	Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.	☐ Yes	☐ No
3a	Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.	☐ Yes	☐ No
b	Does the same deposit requirement, if any, apply to all other patients? If "No," explain.	☐ Yes	☐ No
4a	Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.	☐ Yes	☐ No
b	Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.	☐ Yes	☐ No
c	Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.	☐ Yes	☐ No
5a	Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.	☐ Yes	☐ No
b	Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.		
c	Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.		
d	Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.		
e	Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.	☐ Yes	☐ No
6a	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	☐ Yes	☐ No
b	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	☐ Yes	☐ No
7	Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.	☐ Yes	☐ No
8	Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.	☐ Yes	☐ No
9	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ Yes	☐ No

Schedule C. Hospitals and Medical Research Organizations *(Continued)*

Section I Hospitals *(Continued)*

10	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. **Note.** Answer "Yes" if you do 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 VIII, line 7b.	☐ Yes	☐ No
11	Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.	☐ Yes	☐ No
12	Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.	☐ Yes	☐ No
13	Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.	☐ Yes	☐ No
14	Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.	☐ Yes	☐ No

Section II Medical Research Organizations

1	Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
2	Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
3	Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		–
		–

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ Yes ☐ No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ Yes ☐ No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1–13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:
Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. ☐ Yes ☐ No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ Yes ☐ No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ Yes ☐ No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ Yes ☐ No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ Yes ☐ No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ Yes ☐ No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ Yes ☐ No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations *(Continued)*

Section II Relationship with Supported Organization(s)—Three Tests *(Continued)*

5 Information to establish the "operated in connection with" integral part test (Test 3)

Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. ☐ Yes ☐ No

6 Information to establish the alternative "operated in connection with" integral part test (Test 3)

a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) ☐ Yes ☐ No

If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. ☐ Yes ☐ No

7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. ☐ Yes ☐ No

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ Yes ☐ No

c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

1	Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E.	☐ **Yes**	☐ **No**
2a	Are you a public charity with annual **gross receipts** that are normally $5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts.	☐ **Yes**	☐ **No**
b	If your gross receipts were normally more than $5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than $5,000? If "Yes," stop here.	☐ **Yes**	☐ **No**
3a	Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.	☐ **Yes**	☐ **No**
b	If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
c	If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
4	Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule.	☐ **Yes**	☐ **No**
5	If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a.	☐ **Yes**	☐ **No**
6a	If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.	☐ **Yes**	☐ **No**
b	Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.	☐ **Yes**	☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From ..... To	(b) From ..... To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
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)			
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 an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶ ☐

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.
b What is the total number of residents each facility can accommodate?
c What is your current number of residents in each facility?
d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine 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 VIII, 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 do 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 VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. ☐ Yes ☐ No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. ☐ Yes ☐ No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing *(Continued)*

Section II Homes for the Elderly or Handicapped

1a	Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
b	Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
2a	Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived.	☐ Yes	☐ No
b	Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
c	Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable.	☐ Yes	☐ No
3a	Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy.	☐ Yes	☐ No
b	Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements.	☐ Yes	☐ No
4	Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements.	☐ Yes	☐ No
5	Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features.	☐ Yes	☐ No

Section III Low-Income Housing

1	Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing.	☐ Yes	☐ No
2	In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
3a	Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)	☐ Yes	☐ No
b	Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.	☐ Yes	☐ No
4	Do you provide social services to residents? If "Yes," describe these services.	☐ Yes	☐ No

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ Yes ☐ No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organzation that resulted in your creation. ☐ Yes ☐ No

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ Yes ☐ No

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ Yes ☐ No

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** __-_____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (if a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ Yes ☐ No

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☐ Yes ☐ No

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ Yes ☐ No

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ Yes ☐ No

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☐ No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.* **Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.**

1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.

b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.

c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).

d Specify how your program is publicized.

e Provide copies of any solicitation or announcement materials.

f Provide a sample copy of the application used.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ Yes ☐ No

3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)

4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)

b Describe how you determine the number of grants that will be made annually.

c Describe how you determine the amount of each of your grants.

d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)

5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?

7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ Yes ☐ No

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons.** Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No ☐ N/A

b For which section(s) do you wish to be considered?

- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
- 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(Continued)*

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.** *(Continued)*

4a	Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer?* If "Yes," complete lines 4b through 4f.	☐ Yes	☐ No	
b	Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.)	☐ Yes	☐ No	
c	Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?	☐ Yes	☐ No	
d	Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e.	☐ Yes	☐ No	
e	If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f. **Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.	☐ Yes	☐ No	☐ N/A
f	If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e.	☐ Yes	☐ No	

Form 1023 Checklist

(Revised June 2006)

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

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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 ✔	Schedule E	Yes ___ No ✔
Schedule B	Yes ✔ No ___	Schedule F	Yes ___ No ✔
Schedule C	Yes ___ No ✔	Schedule G	Yes ___ No ✔
Schedule D	Yes ___ No ✔	Schedule H	Yes ___ No ✔

☐ 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) **Pg 1-2, Art V, 5.1-5.2**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Pg 3-4, Art V, 5.4**

☐ 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

Hollis was unavailable. There was no immediate reaction to the lawsuit's dismissal from Hollis' attorney, Ken Swindle of Rogers. Swindle, according to his secretary, was out of the office. He also didn't answer an email sent to him.

"We are pleased with the judge's decision and look to move forward," said Alan Wilbourn, the public information officer for the school district.

SEE **LAWSUIT** PAGE 2A

STAFF PHOTO **ANDY SHUPE**

Dustin Ross, from left, Shawn Rochier, Brandon Williams, Dennis Osborn and Philip Kealy, all with the city of Fayetteville's Transportation Division, work Tuesday to lay forms before pouring sidewalks along the west side of College Avenue between Mountain and Center streets as a part of a project to improve sidewalks in the area.

an area psychiatrist who co-signed a 2007 bank loan with Marr. Mason also gave Marr 45 days to file documents showing his property and assets with the Washington County Circuit Clerk.

The debt owed by Marr is among thousands of dollars in claims against him from former business associates and unpaid federal income taxes.

Marr, who formerly served on the City Council, declined Tuesday to discuss what

Michael Hollomon, psychiatrist and friend Marr, filed the lawsuit June 2011.

Hollomon co-signed loan for $165,000 from t Bank of Fayetteville. Holl mon claimed in his lawsu Marr came to him explai ing a former employer h accused Marr of embezzl ment and he risked faci criminal charges if he did repay the company.

SEE **DISPUTE** PAGE 2A

Former Superintendent Seeks To Open School

IDEA RECEIVES STRONG SUPPORT AT PUBLIC MEETING IN LINCOLN

By Rose Ann Pearce
RPEARCE@NWAONLINE.COM

LINCOLN — A proposed open enrollment charter school, offering a blend of online courses and classroom time, received strong approval from a small, but supportive group, Tuesday night.

Frank Holman, retired Lincoln superintendent, plans to apply to the Arkansas State Board of Education to open America's Charter School Arkansas for the 2013-14 school year. The application is due to the Education Department by Aug. 30.

The Rev. Jerry Mizell, a local pastor, said he was encouraged by Holman's proposal to give teens a connection to alternatives in their education.

Mary Gunter, director of the Center for Leadership and Learning at Arkansas Tech University in Russellville, said, "Anytime there is an opportunity to provide parents and students with a viable choice, it's a win-win."

The proposal also opens up opportunities for teachers with nontraditional licenses to offer their professional expertise to students, she said.

The public meeting is part of the application process, according to the Education Department's website.

Holman's plan is to enroll 250 students the first year to offer a combination of online classes and personal time with teachers with a technology enriched curriculum which would be personalized and customized to meet the needs of individual students and their families.

The school will be designed to serve students with at-risk needs, language barriers and students w have difficulty fitting in the traditional school en ronment.

Students will be requir to have 75 hours of comm nity service per year, wi 200 presentations to pe and the public and approv on-the-job experience bef graduation, Holman said.

SEE **SCHOOL** PAGE 2A

TODAY'S WEATHER

Memo: Public Meeting for America's Charter School-Arkansas
Where: Lincoln City Community Building on the Square
When: August 14, 2012 6:00-7:00 pm
Attendance: Small number 12-15
Communications: Advertised in NWA Times and Springdale News in regular section of the paper for three weeks prior to the meeting
Sent registered mail to Lincoln Superintendent of letter of intent to pursue the Charter and mailed hard copy of the public hearing to Lincoln, Prairie Grove, and Siloam Springs Superintendent's
Also sent out to all Superintendents in Washington, Benton, and Madison Counties and some in Crawford County, as well as I have personally discussed with seven superintendents in the area

Results: Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

Survey Instrument: America's Charter School-Arkansas
1. What is your initial feeling about the information share tonight concerning the proposed America's Charter School?

A. Supportive 100% B. Not Supportive C. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?

A. Yes 100% B. No C. Not sure

3. What is your greatest hope for this school to serve students in the area?

All students will be served and have opportunities for college and career More options, Better financed, That the need for alternatives be made available to at risk students, Meet the needs of students that are not being met by other schools, Help students with special circumstances to become successful, Those who are struggling in the situation they are in now, Provide choice to parents and students for a high-tech problem based learning environment, Opportunity for students to have additional options to meet their diverse needs, Help students who might otherwise "fall through the cracks", To keep kids learning

4. What are your top concerns or challenges you see ahead for the school?

Funding, Approval and Funding, Changing educators paradigm from threat to supporting or path for students at the center, Adequate funding stream, Finance, staffing, public awareness, Other schools support, Getting it started and up and running, Communications and opportunity

5. Would you like to receive additional information and materials in the future?

A. Yes 90% B. No C. Not now 10%

Comments and Other Suggestions:

Importance of meeting needs of students/connection to college and career tech
Media is represented here tonight
Is a charter school a treat in the area? Committed to making it a win/win for charter and public schools
You have been able to get people to see the benefits.
Will it help prepare for college?
How about preparing teachers for teaching in this type school? It will be like a lab for high tech, energetic and NTL teachers
Home Career Center has been approved-would those $ be applicable
Encouraged by the ability to offer
Will it be open for adult education classes? Age requirements are what for this school?
Technology, not for profit and start up costs how does it get funded? Use of the foundation funding.
Will there be cooperative funding for start up?

Again very supportive, good questions, excited about the options for parents and students. No negatives and no opposition for people in attendance.

Mayor of Lincoln was not able to attend but made a point to see me the next day and voice his support and encouragement as well as help.

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

_____ Date: _____

Signature of
President of the Sponsoring Entity Board of Directors

_____

Print or type name

(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.

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Frank Holman Date: 8/28/12

Signature of
President of the Sponsoring Entity Board of Directors

FRANK HOLMAN

Print or type name

Open Enrollment Public Charter School Application Checklist

Required

Submit one page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. (Copy of Letter to ADE and Certified Mail Receipt)

Submit copy of letter of intent to superintendent of local district by certified mail. Required

(Copy of Letter and Certified Mail Receipt)

June 27, 2012

To Whom It May Concern:

It is the intention of Dr. Frank Holman and Associates (3) to submit an application for an open-enrollment charter school in Lincoln, Arkansas, to be referred to as America's Charter School (ACS). Frank Holman and Associates (3) is currently in the process of applying for corporate recognition in Arkansas and exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for ACS is:

Dr. Frank A. Holman, Director
America's Charter School
P. O. Box 554
Lincoln, Arkansas 72744
Phone: (479) 966-7030
Fax: (479) 966-7030
Email: Frankholman1@gmail.com

The proposed school anticipates serving grades 8-12 with a maximum enrollment of 500 students. ACS anticipates serving 250 students in year one.

The purpose of ACS is to meet and address the educational needs of students by way of flexible digital/blended learning educational program. This school will seek to meet and address the educational needs of all students with particular focus to serve students with challenging financial, academic and at risk needs. This school will accomplish this purpose offering a unique, rigorous, quality educational program which has a primary focus involving a high-tech project based learning environment requiring 21st century learning skills.

Sincerely,

Dr. Frank A. Holman, Director AVCS

Cc: Superintendent, Lincoln Consolidated School District

June 27, 2012

To Mr. Clay Hendrix, Superintendent
Lincoln Public Schools:

It is the intention of Dr. Frank Holman and Associates (3) to submit an application for an open-enrollment charter school in Lincoln, Arkansas, to be referred to as America's Charter School (ACS). Frank Holman and Associates (3) is currently in the process of applying for corporate recognition in Arkansas and exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for ACS is:

Dr. Frank A. Holman, Director
America's Charter School
P. O. Box 554
Lincoln, Arkansas 72744
Phone: (479) 966-7030
Fax: (479) 966-7030
Email: Frankholman1@gmail.com

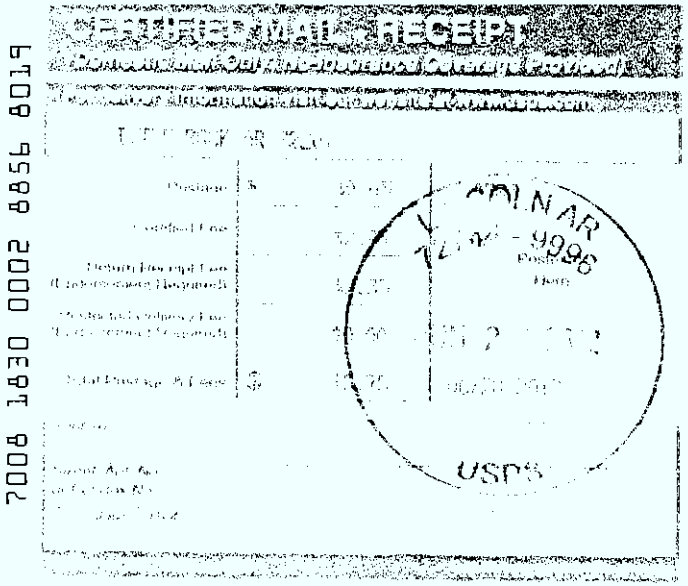
The proposed school anticipates serving grades 8-12 with a maximum enrollment of 500 students. ACS anticipates serving 250 students in year one.

The purpose of ACS is to meet and address the educational needs of students by way of flexible digital/blended learning educational program. This school will seek to meet and address the educational needs of all students with particular focus to serve students with challenging financial, academic and at risk needs. This school will accomplish this purpose offering a unique, rigorous, quality educational program, which has a primary focus of involving a high-tech project, based learning environment requiring 21st century learning skills.

Sincerely,

Dr. Frank A. Holman, Director AVCS

Cc: Superintendent Prairie Grove Public School District
Cc: Superintendent Siloam Springs Public School District



SENDER: *COMPLETE THIS SECTION*

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

1. Article Addressed to:

ARKANSAS DEPT OF EDUCATION
CHARTER SCHOOL OFFICE
FOUR CAPITOL MALL, ROOM 105-C
LITTLE ROCK, AR. 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) JOHN DELEAGE C. Date of Delivery 7-2-12

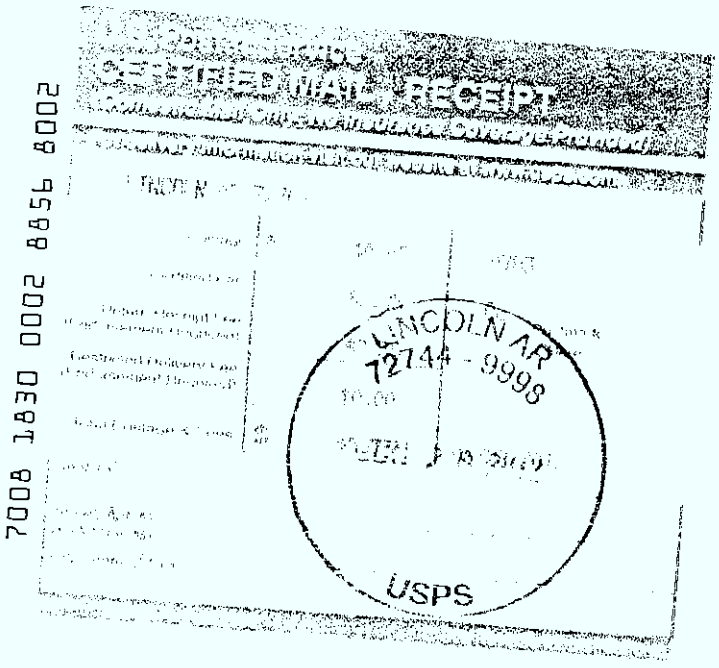
D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

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

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7008 1830 0002 8856 8019

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



SENDER: *COMPLETE THIS SECTION*

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

1. Article Addressed to:

CLAY HENDRIX, SUPT
LINCOLN PUBLIC SCHOOLS
PO BOX 1127
LINCOLN, AR. 72744

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Blendia Curtis ☒ Agent ☐ Addressee

B. Received by (Printed Name) Blendia Curtis C. Date of Delivery 7/2/12

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7008 1830 0002 8856 8002

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

July 27, 2012

Mr. Clay Hendrix, Supt. Lincoln Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

July 27, 2012

Dr. Allen Williams, Supt. Prairie Grove Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

July 27, 2012

Mr. Ken Ramey, Supt. Siloam Springs Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MBR Lincoln Area Realty LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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 Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1, 2013 through July 31, 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Neil Helm mbr

By Lincoln Area Realty, LLC

Date 8/27/12

August 30, 2012

Dear Mr. Clay Hendrix, Superintendent

The information in the packet is a letter of my intention to apply for an open enrollment charter school. The school is America's Charter School. In the packet you will find:

Letter of intent filed with the Arkansas Department of Education and the full Application I plan to submit tomorrow

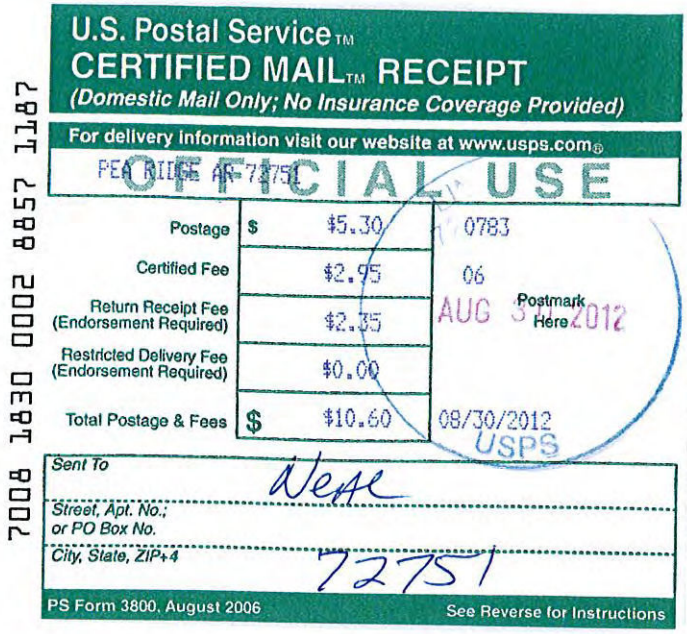
The application is very extensive and has a lot of required documents included, if you have any questions or need me to discus the information in detail I will be happy to schedule a time, at your convenience, for a follow up.

I believe this charter can be a win/win for districts and the charter with an opportunity to help students that do not fit into a traditional school have more flexibility and time to obtain their diploma. We are working closely with universities to prepare the students for college and career readiness standards and certifications.

Again, please let me know if you need more information. I respect the dedication and professionalism of NWA administrators and look forward to any comments.

Sincerely,

Dr. Frank Holman, Director
America's Charter School



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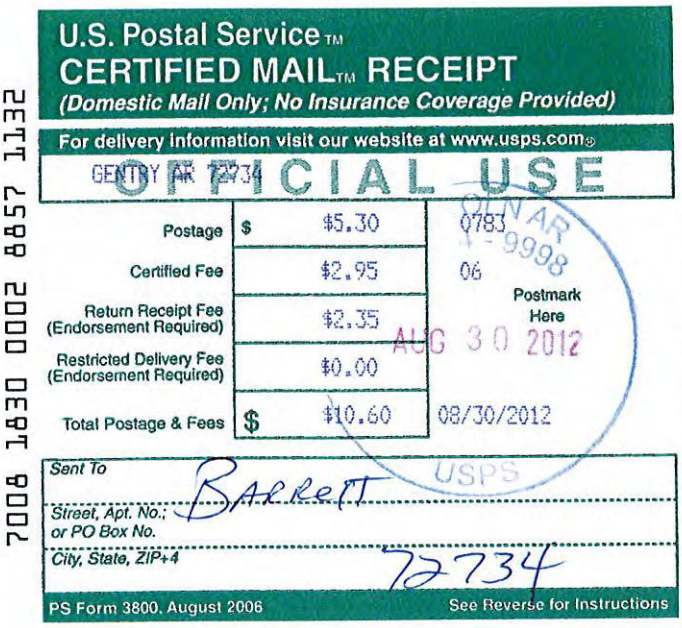

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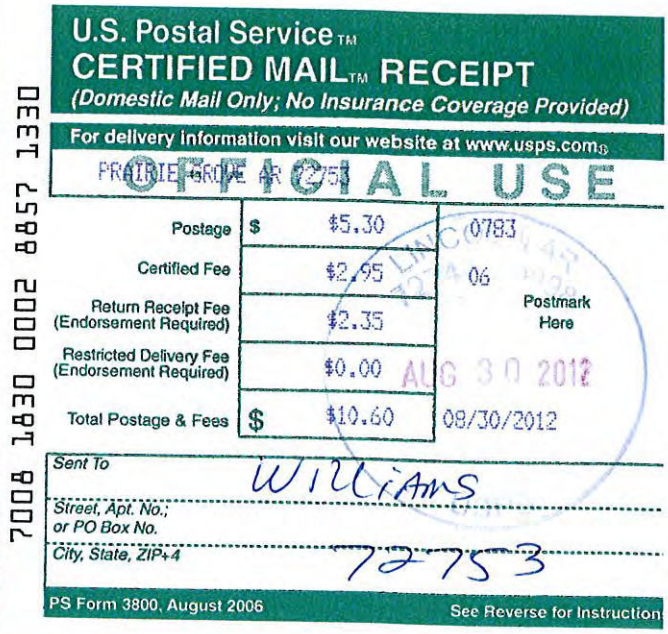

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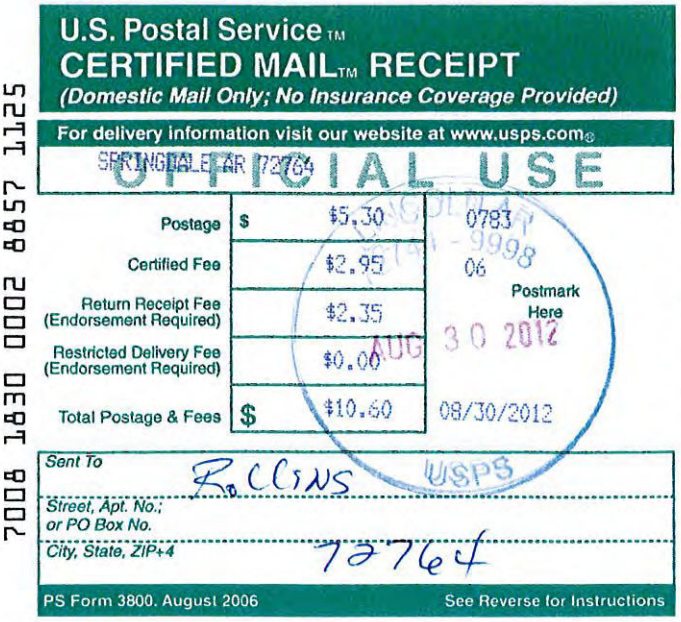

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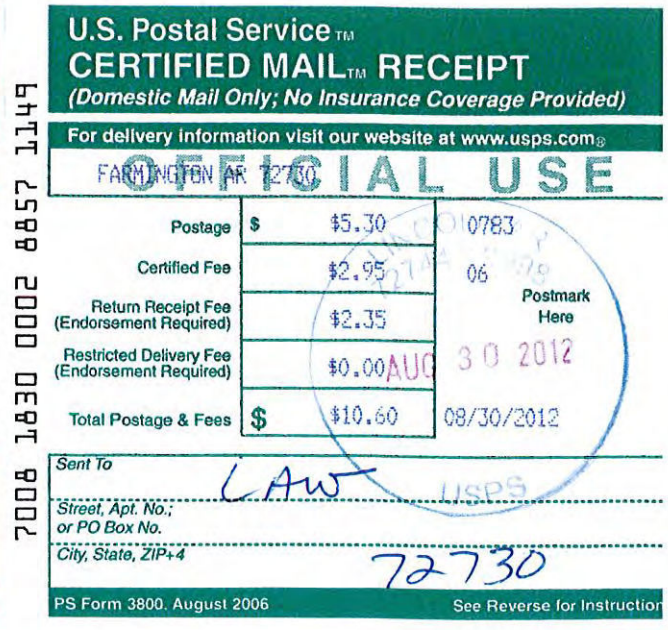

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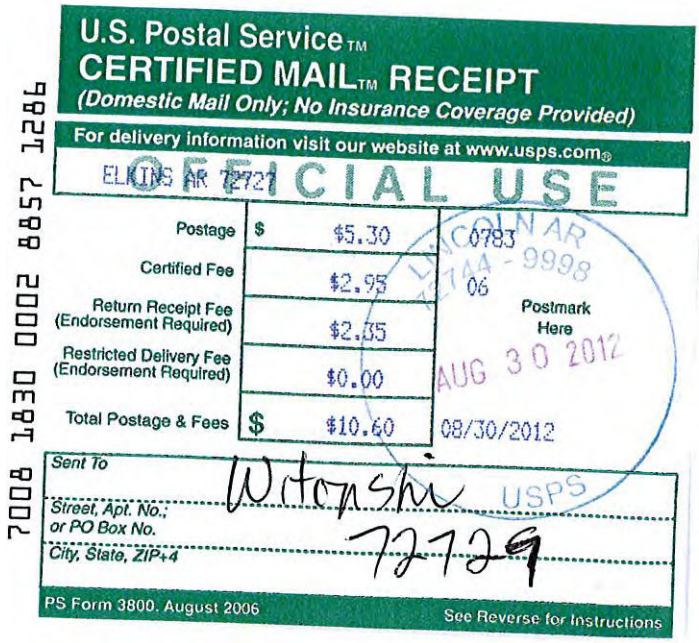

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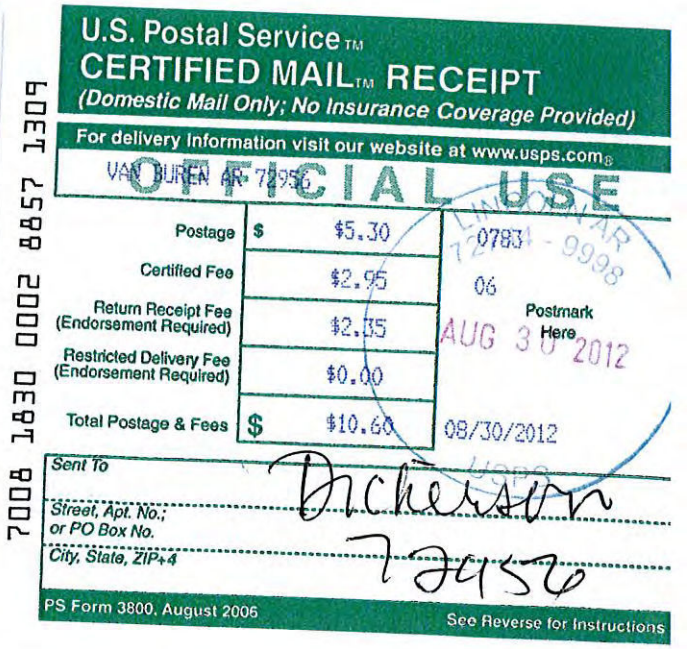

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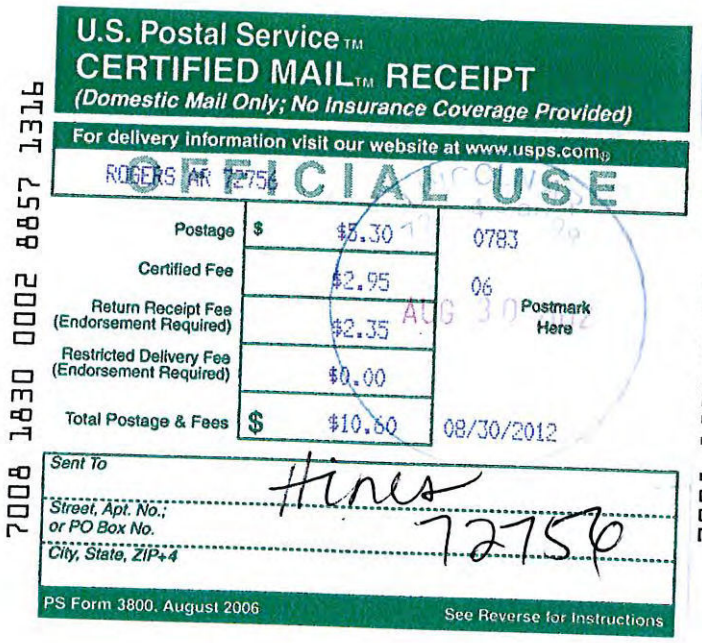

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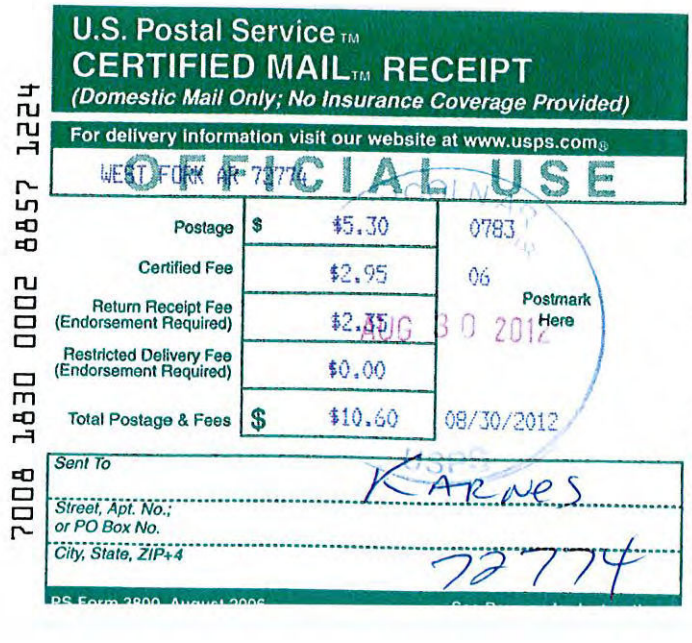

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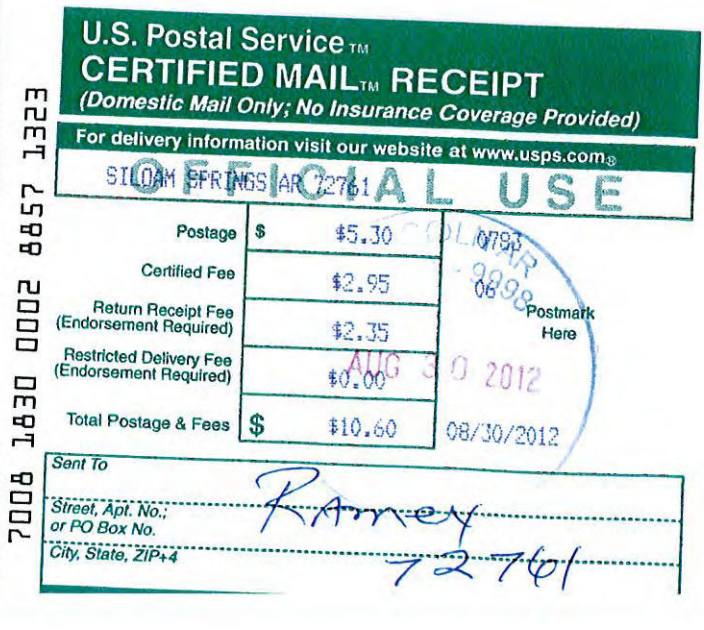

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2012-2013 Application Cycle

Additional Documents

America's Charter School
Lincoln, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

October 4, 2012

Dr. Frank Holman
America's Charter School-Arkansas
206 West Holt Rd.
Lincoln, AR 72744

Dear Dr. Holman:

Your response to the Department's evaluation of your *America's Charter School* open-enrollment public charter school application has raised some additional questions and concerns. The comments below are supplemental to the legal comments previously provided in ADE's evaluation rubric.

1. The response to Standard 6 states, "Students will have a waiver for required lab time…." However, to date you have not requested a waiver of the relevant portions of the Standards for Accreditation requiring lab time, nor have you provided a justification for waiver. Waivers that are not specifically requested and justified will not be granted.

2. The response to Standard 11 states the school will not necessarily place students according to the grade level assigned by their prior schools. However, standard 12.05.1 of the Standards for Accreditation requires that students transferring from an accredited public school must be placed at the grade level assigned by the prior school. No waiver has been requested of 12.05.1.

3. The response to Standard 16 states the school will utilize the facilities of a local church. Ark. Code Ann. § 6-23-302(c)(5)(C) states: "If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board." Please identify the terms of your facility agreement with the church.

4. The response to Standard 21 requests a waiver of the requirement that state-mandated assessments be administered solely by licensed personnel. No waiver of this requirement will be granted, because Ark. Code Ann. § 6-23-401(b)(2) prohibits the State Board from waiving any statute or rule relating to public school accountability, including ACTAAP testing requirements.

5. On further reflection, I suggest you consider whether waiver of Ark. Code Ann. § 6-47-406(g) is necessary to implement the blended virtual program you propose.

Sincerely,

J. Mark White
Staff Attorney

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

Mr. J. Mark White, ADE Attorney
Ms. Mary Perry, Charter School Program Coordinator
Ms. Diane Gross, ADE Charter School

AMERICA'S CHARTER SCHOOL
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
Name of the proposed charter school: America's Charter School
Grade level(s): 8-12
Student enrollment cap: 500
Name of the sponsoring entity: America's Charter School-Arkansas
Type of eligible entity: Entity that has applied for nonprofit status through 501(c)(3) of the Internal Revenue Code
School district location: Lincoln School District

1. The applicant wishes to clarify its application and evaluation response by requesting a waiver of Standards 9.03.4.2 (Active student participation in laboratory experience – Grades 9-12) and 14.02 (Lab experience portion of Smart Core Natural Science requirement) of the ADE's Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules). The curriculum will be infused and integrated with Science/Technology/Engineering/Math STEM and emphasized through-out core content.

2. We do not wish to request a waiver of Standard 12.05.1 of the ADE's Standards Rules; we will place students transferring from accredited public schools at the grade level assigned by the prior school.

3. We previously submitted a copy of the proposed lease agreement with The Sanctuary Church with our responses to the ADE's evaluation. Important terms of the agreement include the effective dates of August 1, 2013 to June 20, 2014 for three (3) days per week tutoring and ability to use six days a week if necessary. Also use for special events.

4. We withdraw our request for a waiver of the ADE's requirement that state-mandated assessments be administered solely by licensed personnel.

5. Consider whether Ark. Code Ann. § 6-47-406 (g) is necessary to implement the blended virtual program proposed by America's Charter School-ADE Staff Attorney comment.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MGR LINCOLN ARK REALTY LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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 Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1, 2013 through July 31, 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Neil Helm mbr

By LINCOLN ARK REALTY, LLC

Date 8/27/12

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

Lessor (Owner): The Sanctuary Church

Lessee (Tenant): America's Charter School

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: Church

Premises: 310 Lincoln Street
address

14,000
square footage

Terms of Lease: Long as needed

Rental Amount: Ø

Contingency: The terms of this agreement are contingent upon

America's Charter School (sponsoring entity)
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 1, 2013

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:

By _____

Date 10-19-12

Lessor:

By _____

Date 10-19-12

2012-2013 Application Cycle

Review

Council

Overview

Northwest Arkansas Classical Academy
Bentonville, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

October 12, 2012

Mr. Chris Baumann
Responsive Education Solutions of Arkansas
1301 Waters Ridge Rd.
Lewisville, TX 75057

Re: Northwest Arkansas Classical Academy Charter School Application

Dear Mr. Baumann:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can 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 any conclusion or recommendation of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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ArkansasEd.org

Northwest Arkansas Classical Academy
Bentonville, Arkansas
Review Council
October 3 & 10, 2012

	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan			X
Standard 14: Financial & 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
TOTAL	0	0	21

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Northwest Arkansas Classical Academy
Bentonville, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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
WITH RESPONSES

Name of Proposed School: **NORTHWEST ARKANSAS CLASSICAL ACADEMY**

Eligible entity status:
☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application: **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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity.	**Pages 7-8**
Provide the roles and responsibilities for the board that is not discussed in C.	**Page 8**
D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process.	**Page 9**
State which board members are being discussed in the section titled Board Members.	**Page 10-11**
Explain if the Community Advisory Committee is the same as the school board.	**Page 11-12**
Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity.	

Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity (pgs. 7 – 8)

Response

For the sake of clarity, in this document all references to the sponsoring entity, Responsive Education Solutions of Arkansas, will be referred to as "ResponsiveEd." All references to the non-profit education management organization located in Lewisville, Texas, Responsive Education Solutions, will be referred to as "ResponsiveEd of Texas."

To clarify, the governing board of the sponsoring entity will also serve as the governing board for the school. As such, the governing board of the sponsoring entity, ResponsiveEd, and the governing board for the school will be one and the same. Therefore, the roles and responsibilities as outlined in section C on page 8, and the "Board Members" section of page 9, will be that of the sole governing board.

Concerns and Additional Questions

Provide the roles and responsibilities for the board that is not discussed in C (pg. 8).

Response

The governing board of the sponsoring entity and the governing board for the school will be one and the same. Therefore, the roles and responsibilities as outlined in section C as powers and duties on page 8 will be that of the sole governing board.

Concerns and Additional Questions

D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process.

Response

A copy of the entity bylaws has been included for your review. A minimum of five members will serve on the board which will be comprised of Arkansas residents and local school community representatives. The current Board of Directors will solicit applications from qualified candidates who are interested in promoting the interests of the organization through service on the board before the State Board of Education in November or December of 2012. Subject to Article 3.03 of the Bylaws, new board members will be selected from a pool of qualified candidates by the remaining Directors.

Concerns and Additional Questions

State which board members are being discussed in the section titled Board Members (pg. 9).

Response

The board referenced on page 9 is the governing board of the sponsoring entity and the local school board as they are one and the same.

Concerns and Additional Questions

Explain if the Community Advisory Committee is the same as the school board (pgs. 10-11).

Response

The Community Advisory Committee, referenced on page 10 and 11, is not the same as the school board. The Community Advisory Committee is similar to a Parent Teacher Association or Parent Teacher Organization as it will provide a medium through which parents can become more involved in the education of their children. Although the Community Advisory Committee will hold no official governing authority, it will be a source of information for school based decision making initiatives.

Concerns and Additional Questions

Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity (pgs. 11 - 12).

Response

To clarify, the governing board of the sponsoring entity will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain the measurability of the mission statement	

Response

To clarify the mission statement of Northwest Arkansas Classical Academy mentioned on page 12, the primary mission of ResponsiveEd of Arkansas is to provide hope for students through an encouraging, innovative learning environment where they are academically successful and develop into lifetime learners. Northwest Arkansas Classical Academy 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. Northwest Arkansas Classical Academy understands that in order to succeed in this mission, a combined effort of community leaders, parents, students, and staff must be cultivated.

The Northwest Arkansas Classical Academy is committed to meeting their mission statement as evidenced by the measurable performance goals listed under Standard 7 which are directly tied to the components of the mission statement. Successfully meeting these measurable six goals, designed to address the components of our mission statement, will provide the evidence of our success in actualizing our mission.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both lengths of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain parent monitoring.	**Page 17**

Response

Parent Monitoring, as referenced on page 17 in the Interventions section, refers to actions taken by parents to monitor the academic progress of their children through activities such as reviewing report cards, progress reports and ensuring the completion of homework.

It's important for parents to keep up with how their children are doing in school. Talking with children about what they learned in school, their favorite subjects, and upcoming tests or projects are simple ways of monitoring. Monitoring sleep habits, organizational skills, vision and hearing to make sure students are prepared for school are beneficial for optimal student performance.

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 are 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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
In Goal #5, define the term "effective growth."	**Page 21**

Response

Northwest Arkansas Classical Academy, as referenced on page 21, defines effective growth as evidence of increasing growth of skills as documented by the completion of skill proficiencies by meeting the benchmarking standards established for each skill proficiency area.

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 rational 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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify if there is an intention to deviate from the minimum curriculum requirements of the standards for accreditation for grades K-12.	**Page 57**

Response

There is no intention to deviate from the minimum curriculum requirements of the standards for accreditation for grades K -12.

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information regarding districts within the geographical area.	

Response

Northwest Arkansas Classical Academy will serve the geographical area of Bentonville, Arkansas, in Benton County. Northwest Arkansas Classical Academy will utilize an innovative approach to education based on a Classical Liberal Arts and Sciences curriculum. It is expected that up to 445 students in grades kindergarten to eight in year one, and 685 students from grades kindergarten to twelve within five years will come from the Bentonville School District, Decatur School District, Gentry School District, Gravette School District, Pea Ridge School District, Rogers School District and Siloam Springs School District. According to the 2011-2012 enrollment information housed on the Department of Education Data Center's website, the Bentonville School District contained 14,123 students; the Decatur School District contained 491 students; the Gentry School District contained 1,384 students; the Gravette School District contained 1,768 students; the Pea Ridge School District contained 1,695 students, the Rogers School District contained 14,145 students, and the Siloam Springs School District contained 3,922 students.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 OF APPLICATION: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Because the applicant 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. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program. **Explain which board will be the ultimate governing body for the school.** **Provide the qualifications of the Superintendent** **Provide the job descriptions and qualifications for Chief Financial Officer and Chief Operating Officer.**	**Page 25** **Page 34**

Concerns and Additional Questions

Because the applicant 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. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program.

Response

In order to give us the opportunity to attract the best school superintendent to work in our unique school environment, we wish to request this waiver from the licensure requirement for our superintendent position.

Ark. Code Ann. § 6-13-109 and Section 15.01 of the ADE Rules Governing the Standards for Accreditation (both concerning the licensure of school superintendents) and Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

Concerns and Additional Questions

Explain which board will be the ultimate governing body for the school (pg. 25)

Response

The governing board of the school and the sponsoring entity (ResponsiveEd of Arkansas) board will be one and the same.

Concerns and Additional Questions

Provide the qualifications of the Superintendent (pgs. 34).

Response

Please see attached job descriptions for qualifications of Superintendent.

Concerns and Additional Questions

Provide the job descriptions and qualifications for Chief Financial Officer and Chief Operating Officer

Response

Please see attached job descriptions for Chief Financial Officer and Chief Operating Officer qualifications.

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
	X	

Strengths	Reference
The applicant references that a budget will be developed prior to June 30 and approval by the Board by June 30, and submitted to The Arkansas Department of Education by September 1. This meets the requirement that this task be completed by required date of September 30. **The applicant states that a procurement process will be adopted which complies with the Arkansas state Procurement Law.**	**Pg. 35**
Concerns and Additional Questions	**Reference**
The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify. **The applicant has included revenue that is not guaranteed under other sources.** **Applicant should clarify amounts budgeted for purchased services under administration as well as which positions are included in the 3.5 that make up the salary amount.** **Applicant should clarify what makes up $12,700 budgeted administrative travel.** **Applicant should clarify what positions are included under Special Education.** **Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted.** **It should be noted that if the Superintendent will be acting as Business Manager (p. 9), the Superintendent must meet the**	**Pgs. 67** **Pgs. 59 & 63** **Pg. 59** **Pg. 60** **Pg. 42 & 43**

Concerns and Additional Questions

The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify (pg. 67).

Response
Salaries will be determined based on years of experience and qualifications. Please see attached, proposed salary schedule as an example of how salaries would be calculated.

Concerns and Additional Questions

The applicant has included revenue that is not guaranteed under other sources.

Response
Please see attached revised budget to clarify the issue regarding included revenue that is not guaranteed. All federal funds have been removed.

Concerns and Additional Questions

Applicant should clarify amounts budgeted for purchased services under administration as well as which positions are included in the 3.5 that make up the salary amount. Pgs. 59 & 63

Response

Purchased services under administration includes an administrative fee of 15% of state revenues to cover the cost of central office services for finance, business manager functions, marketing, information technology, curriculum development, human resources, facilities, special education oversight, training, and any other administrative needs of the school. An additional $5,000 is included for legal and board related costs. Positions for the 3.5 that make up the salary amounts include 1/3 of Regional Director $30,000, Director/Principal $50,000, Secretary $30,000, 1/2 Curriculum Specialist $20,617.

Concerns and Additional Questions

Applicant should clarify what makes up $12,700 budgeted administrative travel. Pg. 59

Response

To clarify, $12,700 budgeted administrative travel is for Employee travel subsistence - $750, staff development - $4,700, marketing - $5,000, and miscellaneous - $2,250. Most notable travel would be for the purposes of business manager training.

Concerns and Additional Questions

Applicant should clarify what positions are included under Special Education. Pg. 60

Response

As referenced on page 60, 4 positions are included under Special Education. Those positions are 2 Special Ed teachers - $112,122 and 2 Special Ed aides -$42,453.

Concerns and Additional Questions

Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted (pgs.42 – 43).

Response

To clarify why positions were not budgeted for ALE, ResponsiveEd's approach to student education is made possible by a small-school environment and our innovative approaches to instruction, which leads students to become lifelong learners, and allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment. Northwest Arkansas Classical Academy will seek a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments). Additionally, a position is budgeted for providing ELL services.

Concerns and Additional Questions

It should be noted that if the Superintendent will be acting as Business Manager (p. 9), the Superintendent must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers unless waived.

Response

For clarification, the Superintendent will oversee all school operations. However, the duties of the Business Manager will be performed by one of ResponsiveEd of Texas's Certified Public Accountants (CPA). Northwest Arkansas Classical Academy will contract with ResponsiveEd of Texas to provide these services. A waiver is requested for the ADE Rules Governing Minimum Qualifications for General Business Managers.

While we are seeking a waiver for flexibility, the individual assigned the duties of the Business Manager will receive all the training and support in Arkansas law and procedures necessary to perform the functions. The individual assigned will complete the minimum 5 Certified Arkansas School Business Official (CASBO) courses per year and the 10 required courses and 5 elective courses within 3 years plus any other mandated or necessary training to ensure compliance with Arkansas laws and standards.

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
		X

Strengths	Reference
The applicant has requested a waiver that the Annual audit be conducted by Thomas & Thomas, LLP instead of The Division of Legislative Audit.	**Pg. 37**
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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
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
		X

Strengths	Reference
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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
The Applicant should clarify whether it intends to offer students an Alternative Learning Environment (ALE) as required by Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the Standards for Accreditation; and Section 4.00 of ADE Rules Governing Student Special Needs Funding.	
Clarify that the state requirements for Special Education will be adhered to.	**Page 40**
Address how the charter will make plans for offering access to one or more approved Alternative Learning Environments.	**Page 43**
Explain the statement, "For both At-Risk and Limited English Proficient students the learning gap is being closed."	**Page 43**

Concerns and Additional Questions

The Applicant should clarify whether it intends to offer students an Alternative Learning Environment (ALE) as required by Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the Standards for Accreditation; and Section 4.00 of ADE Rules Governing Student Special Needs Funding.

Response

ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

Concerns and Additional Questions

Clarify that the state requirements for Special Education will be adhered to (pg. 40).

Response

Arkansas Special Education state requirements, as referenced on page 40, will be followed.

Concerns and Additional Questions

Address how the charter will make plans for offering access to one or more approved Alternative Learning Environments (pg.43).

Response

As currently stated in our application, ResponsiveEd's individualized approach to student education is made possible by a small-school environment; our innovative, non-typical approaches to the instruction of this population, which leads these students to become lifelong learners allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non- inclusive learning environment.

Concerns and Additional Questions

Explain the statement, "For both At-Risk and Limited English Proficient students the learning gap is being closed (pg. 43)."

Response

The unique instructional program design of the Northwest Arkansas Classical Academy will address the learning needs of both At-Risk and Limited English Proficient students as evidenced by narrowing of the learning gap over the duration of the school year.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify the method of procurement as to assure open and free competition. **Clarify that USDA meal pattern will be adhered to.** **Address the concern of Child Nutrition staff regarding issue of ratio of potential students to staff.** **Clarify the anticipated % of Free and Reduced Meal students.**	

Concerns and Additional Questions

Clarify the method of procurement as to assure open and free competition.

Response

Northwest Arkansas Classical Academy assures that in any agreement that requires bidding, either by state or federal law, Northwest Arkansas Classical Academy will use open and free competition. Northwest Arkansas Classical Academy will contract with a food service vendor to provide child nutrition services for the charter school. In selecting that vendor, there will be a request for proposal process. A vendor will be selected from the eligible proposals received by the charter school.

Concerns and Additional Questions

Clarify that USDA meal pattern will be adhered to.

Response

Northwest Arkansas Classical Academy will utilize a food service contracted vendor to provide nutritious meals for all charter students. Northwest Arkansas Classical

Academy will fully comply with all state and federal regulations regarding meal patterns and meal services. With regard to the contract for vendor services for food services, Northwest Arkansas Classical Academy shall comply with all applicable state and federal regulations.

Concerns and Additional Questions

Address the concern of Child Nutrition staff regarding issue of ratio of potential students to staff.

Response

Northwest Arkansas Classical Academy will comply with the recommended staff to pupil ratio for child nutrition programs (1staff member to serve 100 students).

Concerns and Additional Questions

Clarify the anticipated % of Free and Reduced Meal students.

Response

The anticipated free and reduced percentage for Bentonville is 28%.

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
		X

Strengths	Reference
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 rationale for 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
		X

Legal Comments

1. **Requested Waivers**

   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 Bentonville School District school calendar. The Applicant should clarify why waiver is necessary.**

   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.**

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

      i. **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.**

ii. **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.**

ii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

iv. **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.**

Concerns and Additional Questions (copy and paste from rubric document)

1. Requested Waivers

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 Bentonville School District school calendar. The Applicant should clarify why waiver is necessary.

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.

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

i. 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.

ii. 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.

iii. All teachers and school personnel must submit to the criminal background and central registry checks required by law.

iv. 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.

Response

Northwest Arkansas Classical Academy would like to add the following clarifying points to the current application:

1. a. **Ark. Code Ann. § 6-10-106 (School Year Dates) – ResponsiveEd wishes to maintain this waiver request so that it will have maximum flexibility in accommodating its educational program in future years, when it may not always choose to follow the**

   b. **Ark. Code Ann. § 6-15-902(a) (Grading Scale) – It is this applicant's understanding that this waiver request is routinely requested by applicants in their initial charter applications, and that it is routinely granted by the State Board of**

   The application would especially like to point out that its proposed grading scale is more rigorous than the scale found in Ark. Code Ann. § 6-15-902. Specifically, there is no "D" grade in the proposed scale and the grade "F" will be assigned for grades below 70 (the normal "D" range is 60-69%).
   To fully effectuate this waiver, additionally, the applicant

   c. **Ark. Code Ann. §§ 6-15-1004 (Qualified Teachers in Every Public School Classroom), 6-17-309 (Certification to Teach Grade or Subject Matter – Exception – Waiver), 6-17-401 *et seq.*, (Teacher Licensure Requirement),**
   6-17-902 (Definitions), and 6-17-919 (Warrants Void Without Valid Certificate and Contract):

   ResponsiveEd wishes to clarify and fully effectuate its waiver request in this area and waive: (1) Section 15.03 of the ADE Rules Governing the Standards for Accreditation; (2) the ADE Rules Governing Waivers of Substitute Teachers; and (3) the ADE Rules Governing Parental Notification of an Assignment of a Non-

2. **Waivers Not Requested**

   a. **In order to give us the maximum flexibility possible in attracting the best school superintendent to work in our unique school environment, we wish to request this waiver from the licensure requirement for our superintendent position:**

      Arkansas Code Ann. § 6-13-109 and Section 15.01 of the ADE Rules Governing the Standards for Accreditation (both concerning the licensure of school superintendents) and Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

   b. **As Northwest Arkansas Classical Academy will contract with ResponsiveEd of Texas to provide the services of Business Manager, ResponsiveEd wishes to clarify its application under this Standard by requesting a waiver of Ark. Code Ann. § 6-15-2302**

      and the ADE Rules Governing Minimum Qualifications for General Business Managers.

c. ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As currently stated in our application, ResponsiveEd's approach to student education is made possible by a small-school environment and our innovative, non-typical approaches to the instruction which leads these students to become lifelong learners and allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment.

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:

Attachments:

Additional and/or clarifying information is needed as follows:

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Correct the number of instructional minutes as provided on Page 56.

Concerns and Additional Questions

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Response

Services for the positions of superintendent, chief financial officer, and chief operating officer will be provided through the administrative services provided by ResponsiveEd of Texas. Contracted amounts will be based on a percentage of total state revenues and not the specific salary amounts for either position. Salary budgeted for the Regional Director position will be a percentage (approximately 1/3) of the total salary. The Regional Director position will not be a contracted position. Please see attached revised salary schedule.

Concerns and Additional Questions

Correct the number of instructional minutes as provided on Page 56.

Response

Please see attached, revised schedule.

2012-2013 Application Cycle

Application

Summary

and

Application

Northwest Arkansas Classical Academy
Bentonville, Arkansas

NORTHWEST ARKANSAS CLASSICAL ACADEMY

Name of the proposed charter school:	Northwest Arkansas Classical Academy
Grade level(s):	K-12
Student enrollment cap:	460
Name of the sponsoring entity:	Responsive Education Solutions of Arkansas
Address:	5121 Southwest Runway Drive Bentonville, AR 72712

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exemptions—Waivers
6-17, Subchapter 4	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-21-117	Leased academic facilities
6-42, Subchapter 1	General Provisions (gifted and talented)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

16.01	Guidance and Counseling
18	Gifted and Talented Education

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

Charter School: Northwest Arkansas Classical Academy

Date Submitted: August 31, 2012

Date Approved: _____

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

TABLE OF CONTENTS

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

SECTION A: GENERAL INFORMATION

Name of Proposed Charter School: Northwest Arkansas Classical Academy

Grade Level(s) for the School: K – 8 in year 1, adding a grade each subsequent year until K – 12. Student Enrollment cap: 445 in Year 1 / 685 in Year 5

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). To be eligible, an entity must hold or have applied for 501(c) (3) status at the time this charter application is filed. The entity must receive 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: Chris Baumann

Address: 1301 Waters Ridge Dr. City: Lewisville, TX ZIP: 75057

Daytime Phone Number: (972) 316-3663, ext. 440 FAX: 866-396-8657

E-mail: cbaumann@responsiveed.com

Charter Site Address: 5121 Southwest Runway Drive City: Bentonville ZIP: 72712

Date of Proposed Opening: August 2013

Chief Operating Officer
of Proposed Charter (if known): Charles Cook Title: CEO / Superintendent

Address: 1301 Waters Ridge Dr. City: Lewisville, TX

ZIP Code: 75057 Daytime Telephone Number: (972) 316-3663, ext.440

The proposed charter will be located in the Bentonville 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Cook	Position: CEO/ Superintendent	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: VPAS	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
Name: TBD	Position: Board Member	State of Residence: AR

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

14,123 students (Total District Enrollment)

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

Bentonville School District
Decatur School District
Gentry School District
Gravette School District
Pea Ridge School District
Rogers School District
Siloam Springs 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, Northwest Arkansas Classical Academy. We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. Northwest Arkansas Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

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 55 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 10,000 students enrolled in 2012. In addition, the total number of ResponsiveEd graduates now exceeds 6,100 through the 2011-12 school year.

ResponsiveEd understand that our continuing success and ability to impact even more students, families, and communities with educational choices are founded in achieving a balance between the relentless pursuit of excellence in what we do today and the passion to be recognized as innovators in learning tomorrow. Even as ResponsiveEd plans to expand, there remains a commitment to collaborative initiatives such as the current partnerships with Austin ISD and Lone Star College to open three charter schools on their respective campuses. As one of the few charter school systems accredited by AdvancED, - (formerly the Southern Association of Colleges and Schools), the ResponsiveEd family of schools far exceeds average and creates a greater definition for excellence and quality.

GRADE LEVEL

The academic program at Northwest Arkansas Classical Academy will be based on a classical, college preparatory, liberal arts and sciences program. This program will serve grades K – 8 initially, then add a grade each subsequent year until the school is K - 12.

STUDENT POPULATION SERVED

We will adopt a rigorous, knowledge-rich curriculum, inclusive of the great works, that will enable students of all abilities regardless of race, gender, heritage or socio-economic status to succeed to their highest ability.

EDUCATIONAL FOCUS

Northwest Arkansas Classical Academy's academic program will foster intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning.

Such an education, based on the teachings of great philosophers such as Aristotle, Plato, and Socrates, will provide the skills necessary to communicate and function in a global society. Using the Socratic method of learning, students will learn to become lifelong students and productive leaders. Rigorous academic standards in all areas of instruction will be maintained. A strong foundation in the core subjects of English, History, Science and Mathematics will prepare students for any and every college opportunity. The study of foreign languages provides a greater understanding of other cultures and the English language. Therefore, students of all ages will be required to study root words and foreign languages. Parental support is an integral part of the Northwest Arkansas Classical Academy's design. The curriculum will require at-home study to reinforce concepts and skills learned in the classroom. Parental support will be crucial for students to succeed in this learning environment. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

Essential to Northwest Arkansas Classical Academy are the following:

A. Studying the origins and recurring themes of Western Civilization through the study of history, science, mathematics, literature, the arts, and philosophy;
B. The use of explicit phonics instruction for the teaching of reading and spelling;
C. Grammar: taught prescriptively, especially through diagramming;
D. Vocabulary: knowledge of the origin and meaning of words (to include the study of Latin and Greek root words in grades 3-5);
E. Numeracy: learning both math facts and the concepts behind numerical relations;
F. Formal Latin instruction beginning in the upper school (grade 5) where students will earn credit through high school Latin 2 at a minimum, and credit in another foreign language by the time they graduate from high school (students could continue on a path to AP Latin or take a second language);
G. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
H. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
I. Virtue promoted through an emphasis on habituation, learning virtue through the study of precepts found in classical literature and history.
J. A curriculum that is knowledge-rich and promotes what E.D. Hirsch refers to as "Cultural Literacy;"
K. A faculty where well-educated and articulate teachers explicitly convey knowledge to students and utilize "minds-on" teaching methods (as students move forward in grade levels instruction should become more and more dialectical to include interactive lecture and discussion and Socratic methods of instruction among others);
L. A school where students study formal logic, classical composition, and classical rhetoric;
M. The school will maintain rigorous and achievable academic standards in all areas of instruction leading students on a path to advanced course work in high school English, history (and government and economics), math, and science;

N. The school will encourage extracurricular (after school) activities in core academics, the arts, community service, and athletics;
O. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement (where technology is seen as "a" learning tool, not a panacea);
P. A school with a plan to eventually serve grades K through 12;
Q. Seniors will write and present a senior thesis on a topic of his or her choosing from the curriculum. A satisfactory performance on the senior thesis will be required for graduation.

OTHER ESSENTIAL CHARACTERISICS

The purpose of the proposed charter school is to facilitate cooperation between Northwest Arkansas Classical Academy and Northwest Arkansas community to:

A. increase academic options for all scholars;
B. provide a rigorous Classical education to every student who desires a challenge;
C. provide an entire curriculum that is based in the Classical Liberal Arts and Sciences;
D. recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible; and
E. provide students with an opportunity to experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric.

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 Northwest Arkansas Classical Academy through the use of a curriculum based on the Classical Liberal Arts and Sciences that will ensure students have a solid, knowledge-rich foundation. Driven in part by parents and the local community, the goal of this school is to equip students with the learning habits, character, knowledge, and crucial skills needed to become successful citizens in our global community.

Objectives

A. Increase student achievement.
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 lifelong.
J. Employ highly-qualified teachers as required by the No Child Left Behind Act.

Student Objectives

A. Cultivate wisdom and virtue in each student. (Virtues as defined by Plato in The Republic: wisdom, discipline, justice, and courage.)
B. Bring each student to his/her maximum potential
C. Cause each student to accept responsibility for his/her own education and develop a genuine desire for lifelong learning.
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 help students grow to become critical thinkers.

SECTION C: REQUIRED INFORMATION

STANDARD 1: PUBLIC HEARING RESULTS

Two public hearings were held for Northwest Arkansas Classical Academy. The initial public hearing was held in the White Auditorium of the Northwest Arkansas Community College located at One College Drive, Bentonville, Arkansas on Tuesday, July 31, 2012 at 6:30 pm. It was attended by 99 people from the local community. The meeting was opened by Cindy Palen, Co-Chair of the Northwest Arkansas parent group Parents Seeking Options. A PowerPoint presentation providing the vision of the school was made by ResponsiveEd representatives Chris Baumann and Jason Caros. Also attending from ResponsiveEd was Virginia Perry, Emily Hirsch and Stephanie Matthews. Bethany Culpepper, local community member and Co-Chair of Parents Seeking Options, discussed the application procedure. A subsequent meeting was held at the Bentonville Public Library at 405 South Main Street on Tuesday, August 28, 2012 at 6:00 pm. It was attended by 13 persons from the local community. The meeting was opened and a PowerPoint presentation was given by Parents Seeking Options Co-Chairs Bethany Culpepper and Cindy Palen, and by ResponsiveEd representative Emily Hirsch. Meeting agendas were distributed to attendees. Questions were answered by Ms. Culpepper, Ms. Palen, and ResponsiveEd representative Virginia Perry. **(Narrative Attachments 1.a: Meeting Agenda and 1.b: Meeting PowerPoint)**

The local community is very supportive of the effort to bring another educational option to their students, as evidenced by the signatures of support and letters of support offered by people in the Bentonville, AR / Benton county area. **(Required Attachment 8: Evidence of Parental and Community Support)**

Should Northwest Arkansas Classical Academy be approved to commence operations, a third public meeting will be held prior to the beginning of the 2013-2014 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 each hearing in the *Arkansas Democrat Gazette*, a newspaper having general circulation in the school district in which Northwest Arkansas Classical Academy 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 each hearing. **(Narrative Attachment 2.a: Newspaper Advertisement)**

Within seven calendar days following the first publication of the notice of the August 25 public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Northwest Arkansas Classical Academy is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which Northwest Arkansas Classical Academy will be located. These districts include: Bentonville School District, Decatur School District, Gentry School District, Gravette School District, Pea Ridge School District, Rogers School District, and Siloam Springs School District. **(Narrative Attachment 2.b: Letter and Certified Mail Receipts to Superintendents, Public Meetings) (Narrative Attachment 2c: Letter and Certified Mail Receipts to Superintendents, Application)**

STANDARD 3: GOVERNING STRUCTURE

A. Documentation of Proper Legal Structure of Governing Board and Sponsoring Entity

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. (**See Required Attachment 7: Evidence of Status as Eligible Entity**) 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 Northwest Arkansas Classical Academy. The Board will appoint its members according to the terms of the corporate by-laws.

B. Planned Relationship between the Governing Board of the School and Governing Board of the Sponsoring Entity

The governing board of the school and the governing board of the sponsoring entity will function as two individual entities. One board will not have authority over the other. Initially, the boards will be comprised of the same members. Once the transition to Arkansas board members has been made, the two entities will remain two separate entities.

C. Governing Board's Roles and Responsibilities

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. Northwest Arkansas Classical Academy will be under the overall management and control of the Board, which will work closely with the school superintendent and Headmaster 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 Headmaster, 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 Northwest Arkansas Classical Academy will be provided with a quality education.

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 Northwest Arkansas Classical Academy;
   b. the Board shall determine the organization and support the mission of Northwest Arkansas Classical Academy;
   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 Northwest Arkansas Classical Academy'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 Northwest Arkansas Classical Academy while maintaining fiscal responsibility;
   f. the Board shall establish Northwest Arkansas Classical Academy'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 Northwest Arkansas Classical Academy'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 Northwest Arkansas Classical Academy and shall regularly review financial statements;
   l. the Board shall ensure that Northwest Arkansas Classical Academy 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.

D. Policies and Procedures for Board Operation

The board will function according to existing ResponsiveEd by-laws.

E. Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School

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 Northwest Arkansas Classical Academy student and stakeholder. To that end, the Board

will involve teachers, parents, and students in the governance, operations, and planning procedures of Northwest Arkansas Classical Academy 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.

F. Delineation of Roles and Responsibilities in Relation to Governance and School Management

The governing structure of the school is illustrated as follows: Board of Directors → Superintendent → Regional Director → Headmaster → 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 Northwest Arkansas Classical Academy, and the respective relationships of the Board, the Superintendent, Administrative Services, Regional Director, Headmaster, 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 Northwest Arkansas Classical Academy. Board members will speak as a body in all decision making The Board will have final decision making authority to hire and fire the superintendent. The Superintendent will have final decision making authority to hire and fire the Regional Director and Headmaster. The Board also sets policy and assigns all delegable duties in school administration to the Superintendent.

SUPERINTENDENT

The Superintendent, who is hired at will at the sole discretion of the board, will oversee the primary financial and administrative management responsibility for Northwest Arkansas Classical Academy, 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. Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy and ResponsiveEd of Arkansas, including all revenues and expenditures.

REGIONAL DIRECTOR

The Regional Director, who is hired at will at the sole discretion of 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 Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director 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 Regional Director will regularly monitor implementation of the academic programs and systems with frequent on site visits and on site meetings with staff. The Superintendent or Regional Director will have the responsibility of hiring and/or firing the Headmaster with input from the Community Advisory Committee.

HEADMASTER

The Headmaster, who is hired at will at the discretion of the Superintendent or Regional Director, 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 Northwest Arkansas Classical Academy will report to the Headmaster. Similarly, the Headmaster 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, Regional Director and/or the Headmaster depending on the specific nature of the services to be provided.

TEACHERS

Teachers, who are hired at will at the sole discretion of the Headmaster, are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment 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

Northwest Arkansas Classical Academy believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent, Regional Director and Headmaster, 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 Northwest Arkansas Classical Academy;
B. review Northwest Arkansas Classical Academy'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 Northwest Arkansas Classical Academy; and
E. review and make recommendations for performance standards to measure Northwest Arkansas Classical Academy's success.

The CAC serves as a site-based participant in assisting the Headmaster to conduct an effective and appropriate learning program for each student in Northwest Arkansas Classical Academy. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Northwest Arkansas Classical Academy, but serve as invaluable problem-solving advisors in assisting the Headmaster and the Board in conducting a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, three volunteer parents/guardians of Northwest Arkansas Classical Academy students, two staff members, and one 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 Headmaster, Northwest Arkansas Classical Academy 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 2012, 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 Northwest Arkansas Classical Academy, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of Northwest Arkansas Classical Academy, 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. Vacant Arkansas Resident, Member

STANDARD 4: MISSION STATEMENT

We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. Northwest Arkansas Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

CORE VALUES

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. Northwest Arkansas Classical Academy will continue building on the success and traditions of similar ResponsiveEd high quality charter schools in Texas. Students in Arkansas will have the opportunity to thrive in a distinctively "classical" education environment designed to their individual educational needs.

Classical education is an innovative educational approach that not only allows us to understand the past, but provides great insight and understanding to living in society today. The origins of classical education are old, but the concept in today's education world is new, and has been revitalized. In modern education, we expect students to master subjects before they have mastered the tools of learning. The study of language and logic are the tools that one needs to develop in order start the job of mastering any subject. Additionally, central to classical education is an understanding of history and its effects on us today. Classical education aims to produce more than students who are just college and career ready. Classical education helps students develop a long view of life and to value wisdom.

The Northwest Arkansas Classical Academy embraces classical education as the surest road to school reform. These reasons constitute a clear break from modern, progressive education and a return to traditional aims and methods. Classical education: values knowledge for its own sake; upholds the standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts; demands moral virtue in students; and prepares students for competition in a global society

The Bentonville School District has done a good job academically. According to the 2011 National Office of Research Measurement and Evaluation Systems (NORMES) data, the Bentonville School District has an enrollment of 13,530 students with the district consisting of 15 schools. NORMES AYP data shows that of the 15 schools, 9 are 'achieving standards,' 5 are 'first year not to meet standards,' and 1 is 'year one of targeted school improvement.' Also according to NORMES, only 1.3% of the students in the district performed below basic in literacy with 13.5% scoring basic. 43.8% of the students scored proficient and 41.4% scored advanced. Our purpose is not to provide academic improvement, but to provide an innovative approach to education and choice.

The Bentonville community, and subsequently the Bentonville School District, has experienced significant expansion. Bentonville School District enrolled over 1,000 new students this fall; twice as many as usual. Although the district adds more teachers and

attempts to accommodate the influx of students, the attraction to the Bentonville area will continue draw more families and students. The addition of Northwest Arkansas Classical Academy would help to alleviate the pressures of expansion.

STANDARD 6: EDUCATIONAL PROGRAM

The classical model for elementary students is based on a curricular approach that moves early learners to increased levels of content learning while installing qualities of scholarly perception and response to that content. The methodology is teacher-directed within a contained classroom. Educators, however, are focused on teaching students to think for themselves, analyze and integrate learning as relevant and effectual for daily life. Early learners are taught not only content but also how to process and layer the content in a manner that builds a foundation of understanding and knowledge. The method of delivery is planned and constructed in an aligned sequence by the instructor who leads students to develop skills of rhetoric and logic that deepens the learning, increases capacity to learn more and expands the potential for sustainable success in later years. Literature and language, core knowledge and proven mathematical offerings form the basis for relevant and reliable success and achievement. Each student is engaged within the classroom and the educator has the ability to integrate characteristics of personal responsibility and scholarly thinking into the adopted content curriculum.

DIAGNOSTICS

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. Consequently, Northwest Arkansas Classical Academy 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

In so doing, the Northwest Arkansas Classical Academy diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DATA

Northwest Arkansas Classical Academy 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-wide.

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 assessments, give a summary profile of learned content. If students are not learning, it is vital that educators know this. The purpose of going to school is to learn. 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, Northwest Arkansas Classical Academy 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.

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

Northwest Arkansas Classical Academy will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not showing adequate progress. 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. Northwest Arkansas Classical Academy 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

Northwest Arkansas Classical Academy will be rich in visual reminders of the Seven Habits. Teachers and administrators will 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 Northwest Arkansas Classical Academy will lead students to become independent thinkers with the capacity to be successful in life beyond the classroom walls.

ENCOURAGING

Many of the students experience cognitive segregation, which becomes the leading factor in students developing 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 group reserved for those students who "get it."

For that reason, Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Northwest Arkansas Classical Academy teachers will be continually

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

learning. Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy will focus on the learning process rather than the teaching process.

CLIMATE

Northwest Arkansas Classical Academy 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 praising students (praise + belief)
G. Training and teaching positive habits and characteristics
H. Taking extra effort to encourage students

EFFECTIVE INSTRUCTION

Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy will follow the school calendar of Bentonville School District. Parents often have other school age children attending different schools. Therefore, it is important to have the schedule coincide with the other local schools as much as possible. The school will honor the open-enrollment policy and 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, Winter Break, 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 will include, at a minimum, the required six hours of instructional time. **(Required Attachment 3: School Calendar and Schedule)**

STANDARD 7: ACADEMIC ACHIEVEMENT GOALS
GOAL 1: STATE ASSESSMENTS

Performance Goal **Math**	Northwest Arkansas Classical Academy will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.
Sub-objectives	Annually, Northwest Arkansas Classical Academy will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO. In Mathematics, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.
Assessment Tools and Measures	Mandated state assessments
Rationale for Goal and Measures	Because the primary focus of Northwest Arkansas Classical Academy is to educate the whole child, ultimately earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma.

Performance Goal **Literacy**	Northwest Arkansas Classical Academy will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.
Sub-objectives	Students at Northwest Arkansas Classical Academy will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average. In Literacy, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps on over 80% of state assessments over a three year time period. Annually, Northwest Arkansas Classical Academy will increase academic achievement in Literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO.
Assessment Tools and Measures	Mandated state assessments
Rationale for Goal and Measures	Because the primary focus of Northwest Arkansas Classical Academy is to educate the whole child, ultimately earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma.

Performance Goals **Other Content Areas**	Students will complete 90% of curricular lesson in literacy and mathematics. Students will demonstrate mastery at 80% or above in every completed lesson and unit objectives as measured by the assessments designed to support the Northwest Arkansas Classical Academy curriculum. On average, students participating for two years or more will meet or exceed the state or national average on the complete battery (percentage) as measures on state approved norm referenced assessments.

GOAL 2: COLLEGE READINESS

Performance Goal	Upon completion of middle school grades at Northwest Arkansas Classical Academy, a student will have a solid foundation of preparation for high school as evidenced by EXPLORE results. These students, having attained proficiency on state testing, will also show evidence of successful preparation for High School courses that will lead to college readiness. Additionally, Northwest Arkansas Classical Academy will document a college acceptance rate of 95% for all students graduating when high school status is achieved.
Performance Indicators	This goal will be measured by tracking students after their time at Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy. This element of the instructional emphasis will reinforce the importance a college education can make.

GOAL 3: DUAL CREDIT ENROLLMENT and/or ADVANCED PLACEMENT COURSE ENROLLMENT

Performance Goal	100% of students enrolled for two or more years will be counseled and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other higher level subjects, and pre-Advanced Placement courses that lead to participation in college preparation in later years. As grade levels are added, students will be required, during their senior year to enroll in a minimum of one dual credit course or take AP courses.
Performance Indicators	This goal will be measured by tracking students and creating the dual enrollment opportunities and AP course opportunities.
Assessment Tools and Measures	Student records will be used to monitor enrollment in dual credit courses. AP exam scores will be used to track student and teacher performance.
Rationale for Goal and Measures	Preparation for college readiness must begin as early as possible. The Northwest Arkansas Classical Academy program must inform students of college opportunities. 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. Through AP Exams, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

GOAL 4: CAREER CONNECTIONS

Performance Goal	100% of students will be learn about the path to college and learn about different types of careers. In the first years, college readiness and career opportunity will be major themes for students. Each succeeding year will increase this emphasis. As Northwest Arkansas Classical Academy adds grade levels each year, 100% of the first senior class and each subsequent senior class 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	In the first years, teachers will instruct and guide students in goal-setting that aligns with college preparation, involvement in authentic career considerations and successful attainment of course completions. Educators will assess students' ability to show responsibility and discipline in goal-setting through daily monitoring of the process. This goal will be measured by tracking and monitoring students in the internship program in the later years.
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, Northwest Arkansas Classical Academy will stress that students should always blend work, career and college into a balanced approach to their adult lives.

GOAL 5: STUDENT GROWTH & PROGRESS

Performance Goal	All students enrolled for one or more years will show effective growth and progress in their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which 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, based on and aligned with state tests, will be used to benchmark growth and progress in math, literacy and science. This series includes research based diagnostic tools and internally generated through the curriculum department, 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 6: ESTABLISHMENT OF *ADVANCED ACCREDITATION* STATUS FOR A CHARTER SCHOOL IN ARKANSAS

Goal	Responsive Education Solutions has achieved "system accreditation" status through AdvanceEd (formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Northwest Arkansas Classical Academy will be to establish a highly effective and noteworthy relationship with AdvanceEd in Arkansas.
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 AdvanceEd 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

In Classical education, the Trivium contains three areas: Grammar, Logic, and Rhetoric. Each of these three areas is appropriate to stages of child development. During the early years a child studies the Grammar portion of the Trivium. The emphasis in grades K – 4 will be to teach the fundamentals of all required subjects. Higher-level thinking is not able to occur when students are not immersed in the grammar of the language used in each academic discipline. The Grammar stage includes a great deal of language, such as Latin or Greek that will require students to spend a large amount of time learning and memorizing its vocabulary and grammatical structure.

During the second period, the Logic stage (grades 5 – 8); students begin to understand what they have learned and begin to use reason to ask questions based on the knowledge that was gained in the Grammar years. Students will continue to work on an academically rigorous, content rich curriculum. The students will have an increased ability for logic in their thinking, speaking, and writing. It is during this stage that students don't see facts as separate pieces of information, but start to put facts together in logical relationship.

In subsequent years, as high school grades are added, the curriculum will be enhanced. With the foundations laid in elementary and middle school, high school students will be able to read more demanding books, think more clearly about complex problems, and speak and write more effectively. This third stage is Rhetoric (grades 9-12). During this period students move from grasping the logical sequence of arguments to learning how to present them in a persuasive form. During this period the student is to cultivate the skill of shaping the information he has learned into a well-reasoned presentation. During this stage the student can begin to concentrate on particular areas of interest, and is equipped to move on to more specialized studies and post-secondary education.

The curriculum is currently fully aligned to the Texas State standards, and ResponsiveEd's Curriculum Department began the process of aligning the curriculum to

the Common Core state standards in the spring of 2012. Should Northwest Arkansas Classical Academy be granted a charter, a part-time Curriculum Alignment Specialist will be employed to work with campus staff to ensure the accuracy of the curriculum with 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

Northwest Classical Academy of Bentonville will serve the geographical area of Bentonville, Arkansas, in Benton County. Northwest Arkansas Classical Academy will utilize an innovative approach to education based on a Classical Liberal Arts and Sciences curriculum. It is expected that up to 445 students in grades kindergarten to eight in year one, and 685 students from grades kindergarten to twelve within five years will come from the Bentonville School District, Decatur School District, Gentry School District, Gravette School District, Pea Ridge School District, Rogers School District and Siloam Springs School District. Of the initial 445 students, it is anticipated that the majority of the students will come from the Bentonville School District

STANDARD 10: ANNUAL PROGRESS REPORTS

Northwest Arkansas Classical Academy 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 from parents and the community, Northwest Arkansas Classical Academy 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 *Arkansas Democrat 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 Northwest Arkansas Classical Academy campus website. Printed copies of the reports will be available for review at Northwest Arkansas Classical Academy.

Northwest Arkansas Classical Academy 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 other stakeholders. This meeting will also serve as a way for interested parties to share with the staff of Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy discriminate against students with special education needs or those qualified as English Language Learners. It will be the intention of Northwest Arkansas Classical Academy to enroll students from all walks of life, regardless of socioeconomic status.

Consistent with previous ResponsiveEd campuses, information regarding the vision of Northwest Arkansas Classical Academy will be readily available to all parents, students, and stakeholders via the Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy. 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 Northwest Arkansas Classical Academy to learn more about the campus, as well as how to enroll.

RANDOM LOTTERY PROCESSES

Should more individuals apply for admission to Northwest Arkansas Classical Academy 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 an equal opportunity to enroll at the campus. Lottery proceedings will occur at the Northwest Arkansas Classical Academy campus, will be governed by the Headmaster, as well as overseen by a member of the Community Advisory Council and other 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 Northwest Arkansas Classical Academy. 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 Standard 3 – Governing Structure, for further information regarding the role of Board Members.

SUPERINTENDENT

The Superintendent will have oversight of Northwest Arkansas Classical Academy 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.

REGIONAL DIRECTOR

The Regional Director will ensure the school educational objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement, instructional excellence, and community support in all subject areas. The Regional Director assists the Superintendent in all matters as defined by the Superintendent.

EDUCATION/CERTIFICATION

A. Master's Degree from an accredited educational institution.
B. Certification in Educational Leadership, School Principal, or Professional School

EXPERIENCE

A. Must have 5+ years of experience in supervising a staff of 10 or more.
B. Must have 5+ years of experience in managing budgets.
C. Must have 5+ years of vendor management.
D. Must have 5+ years of experience in leadership of curriculum and instruction.

SKILLS, KNOWLEDGE, AND ABILITIES

A. Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.
B. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.
C. Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting

deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

HEADMASTER

The Headmaster 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 Headmaster 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

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

EXPERIENCE

E. Must have 5+ years of experience in supervising a staff of 5 or more.
F. Must have 5+ years of experience in managing budgets.
G. 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 Northwest Arkansas Classical Academy'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 of situations.
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.

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 Headmaster. 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, Headmasters, 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 organization 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 when appropriate in order to promote strong self-esteem.

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, Headmasters, Superintendent, Regional Director and ResponsiveEd 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. 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 Headmaster with daily operations and procedures, supervise all enrollment, APSCN, and attendance issues, and step in administratively when necessary or when the Headmaster 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.
H. Must be able to disseminate information according to Northwest Arkansas Classical Academy, state, and federal guidelines.
I. Ability to learn customized computer programs.
J. 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 office to therefore be compiled and sent to ADE.
C. Communicate effectively with Parents and ResponsiveEd 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 ResponsiveEd 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.

CURRICULUM ALIGNMENT SPECIALIST

Northwest Arkansas Classical Academy will budget the necessary monies to hire a part time individual as Curriculum Alignment Specialist. This person 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 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.
H. Ability to develop and maintain health records on students.
I. 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.

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 Northwest Arkansas Classical Academy.

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 is desirable.

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.

Position	Number
Regional Director	.33
Headmaster	1
Teachers	16
Instructional Aides	10
Special Education Teacher	2
Administrative Assistant	1
Nurse (Part-Time)	.5
Media Specialist (Part-Time)	.5
Curriculum Alignment Specialist	.5

STANDARD 13: BUSINESS AND BUDGETING PLAN

A Superintendent will be contracted by the school through Responsive Education Solutions 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 Regional Director, Headmaster, Administrative Assistant, and part-time Curriculum Alignment Specialist will be hired by the Superintendent for the school as administrative staff. The instructional staff will consist of sixteen teachers, two special education teachers, and ten aides. One teacher will be identified as the Testing and Guidance Specialist. A nurse and a media specialist will be retained as part-time staff.

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

ACCOUNTING

Northwest Arkansas Classical Academy 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

Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy supplier relationships.

The applicant shall execute a *Purchase Order* for all purchases and it shall be approved by the Headmaster 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 Required Attachment 5 for a completed two-year budget estimate for Northwest Arkansas Classical Academy.

Please refer to Required Attachment 6 for proposed salary ranges for Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy'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

J. Mason Andres 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.

Northwest Arkansas Classical Academy 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

Northwest Arkansas Classical Academy 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. Northwest Arkansas Classical Academy will include budget sufficient funds in order to assure adequate training of individuals to use APSCN for data reporting.

STANDARD 16: FACILITIES

Northwest Arkansas Classical Academy will be housed at 5121 Southwest Runway Drive, Bentonville, Arkansas 72712 – within the boundaries of the Bentonville School District. The property is owned by Summerwind Partners, LLC and is subject to federal, state, and local building codes and guidelines. The facility was originally constructed in 2005. The square footage is 19,072 square feet. 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 Bentonville. 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. The amount of monthly lease payments, $18,277, is comparable with similar facilities in the Bentonville market. Currently there are no known establishments within 1,000 ft. of the facility that participate in the sale of alcohol. **(Required Attachment 4: Facilities Utilization Form)**

Northwest Arkansas Classical Academy will not commence operations with students in the facility until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

Summerwind Partners, LLC has no known relationships with members of the local board and/or employees of the public school located in Bentonville. 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 Northwest Arkansas Classical Academy'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.

Northwest Arkansas Classical Academy has plans to designate the opening of school to coincide with the Bentonville 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 Northwest Arkansas Classical Academy intends to contract for turn-key administrative services:

1. Charles Cook – Chief Executive Officer/Superintendent of Northwest Arkansas Classical Academy
2. Dr. Alan Wimberley - Chief Learning Officer of ResponsiveEd
3. Rosalinda Gonzalez – Vice President of Academic Services of ResponsiveEd
4. Robert Davison – Chief Operating Officer of ResponsiveEd
5. James Taylor – Chief Financial Officer of ResponsiveEd

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

Northwest Arkansas Classical Academy will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Headmaster and teachers will

be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy will seek an outside consultant on a contractual basis to handle counseling duties.

B. HEALTH SERVICES

Northwest Arkansas Classical Academy 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. Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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

Northwest Arkansas Classical Academy 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. 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): Northwest Arkansas Classical Academy shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy, 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 Northwest Arkansas Classical Academy 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.

Northwest Arkansas Classical Academy 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): Northwest Arkansas Classical Academy 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): Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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): Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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

Northwest Arkansas Classical Academy will strive to provide a classical approach to students. Northwest Arkansas Classical Academy embodies key practices described in the *Exemplary Practices in Alternative Education: Indicators of Quality Programming.* A

couple of areas stand out as promoting success in serving all students. 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, leading students to become lifetime learners.

For both At-Risk and Limited English Proficient students the learning gap is being closed. The Northwest Arkansas Classical Academy 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. The Northwest Arkansas Classical Academy classical education approach assists students to a successful career and a higher education experience.

H. GIFTED AND TALENTED PROGRAM

A waiver will be sought for the inclusion of a gifted and talented program at Northwest Arkansas Classical Academy. Upon program assessment, if the need for such a program is determined then Northwest Arkansas Classical Academy will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-enrollment classes. Students will have an opportunity for dual credit enrollment in their Junior or Senior year. Northwest Arkansas Classical Academy will offer pre-advanced placement and advanced placement classes.

STANDARD 19: FOOD SERVICES

Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy. A local food vendor may also be considered if the option is more cost-effective for Northwest Arkansas Classical Academy. 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, Northwest Arkansas Classical Academy 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. Northwest Arkansas Classical Academy 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 strong partnership with local parents, the amount of parent involvement at Northwest Arkansas Classical Academy is expected to be quite high. The administration at Northwest Arkansas Classical Academy will 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 ;
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 Northwest Arkansas Classical Academy. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Northwest Arkansas Classical Academy, amongst other opportunities. Parents at Northwest Arkansas Classical Academy will have an opportunity to establish other avenues of school / parent community building activities. Those who have the chance to volunteer will aid in lifting up Northwest Arkansas Classical Academy to its greatest level of potential.

STANDARD 21: REQUEST 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:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, Northwest Arkansas Classical Academy will follow the school calendar for Bentonville School District.

B. **Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** Northwest Arkansas Classical Academy 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:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that its 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 "F" below. Instead, Northwest Arkansas Classical Academy 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:** Northwest Arkansas Classical Academy 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:** Northwest Arkansas Classical Academy 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 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom:** Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

G. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Northwest Arkansas Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Northwest Arkansas Classical Academy will seek alternative methods for prominently displaying the United States flag.

H. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:** Northwest Arkansas Classical Academy 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. Northwest Arkansas Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Northwest Arkansas Classical Academy will seek alternative methods for prominently displaying the Arkansas flag.

I. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. The curriculum utilized by Northwest Arkansas Classical Academy dramatically reduces the time needed by a teacher for instructional planning.

J. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** Northwest Arkansas Classical Academy 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 non-instructional duties per week. Instead, Northwest

Arkansas Classical Academy request 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 non-instructional duties to achieve efficient and economical operation of the school.

K. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Northwest Arkansas Classical Academy will not employ enough staff to comply.

L. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, Northwest Arkansas Classical Academy will employ all employees on an "at-will" basis. This means that employment with Northwest Arkansas Classical Academy is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Northwest Arkansas Classical Academy 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.

M. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public School Headmasters—Qualifications and Responsibilities:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, the Northwest Arkansas Classical Academy Headmaster 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 Headmaster with the requisite skills and experience in education and management, Northwest Arkansas Classical Academy will ensure that its Headmaster is appropriately qualified to lead the school through extensive training in the school's educational methodology.

N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification—Waiver:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Northwest Arkansas Classical Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Northwest Arkansas Classical Academy ensures that is will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

O. **Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Northwest Arkansas Classical Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Northwest Arkansas Classical Academy

ensures that is will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

P. **Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. . Northwest Arkansas Classical Academy does not intend to offer a Vocational Agriculture program.

Q. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Northwest Arkansas Classical Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Northwest Arkansas Classical Academy ensures that is will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

R. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:** Northwest Arkansas Classical Academy 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.

S. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Northwest Arkansas Classical Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Northwest Arkansas Classical Academy ensures that is will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.

T. **Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Northwest Arkansas Classical Academy is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for Northwest Arkansas Classical Academy teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.

U. **Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."

V. **Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** Northwest Arkansas Classical Academy 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, Northwest Arkansas Classical Academy 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.

W. **Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, Northwest Arkansas Classical Academy 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.

X. **Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, Northwest Arkansas Classical Academy 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 "Y" immediately below.

Y. **Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for Northwest Arkansas Classical Academy 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.

Z. **Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code. Instead, Northwest Arkansas Classical Academy will provide compensation that is competitive with local public school districts. Northwest Arkansas Classical Academy reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

AA. **Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq..; Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student Services Act:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The

Headmaster and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Northwest Arkansas Classical Academy 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.

BB. **Subtitle 2, Chapter 19: Transportation:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires Northwest Arkansas Classical Academy to implement a transportation program. Northwest Arkansas Classical Academy will offer student vouchers for public transit services.

CC. **Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Northwest Arkansas Classical Academy 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.

DD. **Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) ("Monitoring of expenditures"); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented Children:** Northwest Arkansas Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at Northwest Arkansas Classical Academy. Although Northwest Arkansas Classical Academy seeks an exemption for Gifted and Talented classes, Northwest Arkansas Classical Academy will provide opportunities for pre-advanced placement classes.

STANDARD 22: DESEGREGATION ASSURANCES

Northwest Arkansas Classical Academy (NWACA) proposes to locate its open-enrollment public charter school within the boundaries of the Bentonville School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Bentonville, Rogers, and Springdale School Districts. Besides the Rogers and Springdale School Districts, the Bentonville School District is also contiguous to the Decatur, Gentry, Gravette and Pea Ridge School Districts, and is near the Siloam Springs School District. NWACA may also receive some students from these districts as well.

In carefully reviewing the potential impact that NWACA would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to

create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Bentonville School District nor any of its contiguous school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, NWACA must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

SECTION D: ATTACHMENTS

NARRATIVE ATTACHMENT 1.a – MEETING AGENDA

1.a – Meeting Agenda

NORTHWEST ARKANSAS CLASSICAL ACADEMY PUBLIC MEETING

Tuesday, July 31, 2012
6:30 pm
Northwest Arkansas Community College
Burns Hall – White Auditorium
One College Drive
Bentonville, AR

Agenda

I. Opening Remarks – Cindy Palen
II. Responsive Education Solutions – Chris Baumann
III. The Classical Curriculum – Jason Caros
IV. Advocacy & The Process – Bethany Culpepper
V. Questions & Comments – Facilitator Emily Hirsch
VI. Closing Remarks – Stephanie Matthews
VII. Adjournment

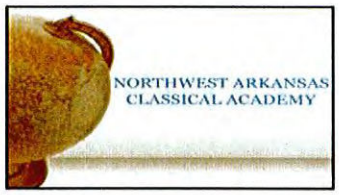
NORTHWEST ARKANSAS CLASSICAL ACADEMY PUBLIC MEETING

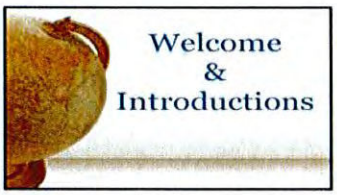
Tuesday, August 28, 2012
6:00 pm
Bentonville Public Library
Wal-Mart Community Room
405 South Main Street
Bentonville, AR

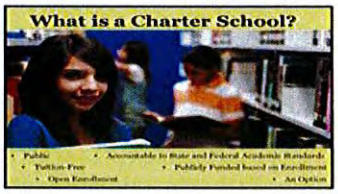
Agenda

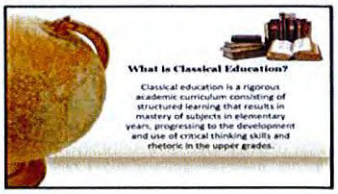
I. Opening Remarks
II. Responsive Education Solutions
III. The Classical Curriculum
IV. Advocacy & The Process
V. Questions & Comments
VI. Closing Remarks
VII. Adjournment

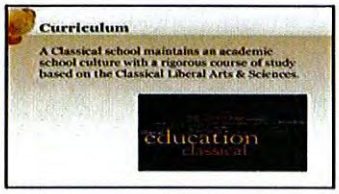
NARRATIVE ATTACHMENT 1.b – MEETING POWERPOINT PRESENTATION

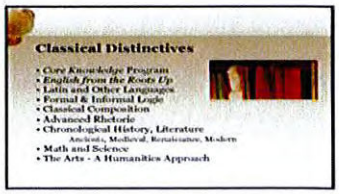


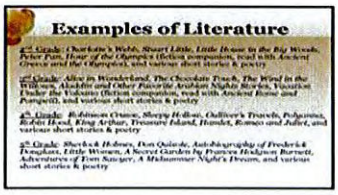


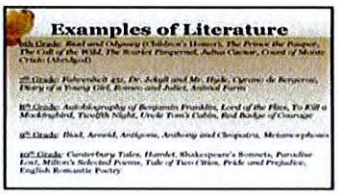


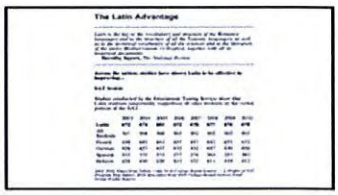


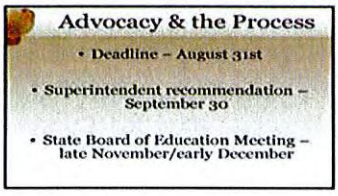












NARRATIVE ATTACHMENT 2.a – NEWSPAPER ADVERTISEMENT

2.a – Newspaper Advertisement

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Northwest Arkansas Times in Fayetteville, AR.

Northwest Arkansas Classical Academy

Tuesday, July 10, 2012	$581.02
Tuesday, July 17, 2012	$581.02
Tuesday, July 24, 2012	$581.02
Total	$1743.06

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Northwest Times newspaper in Fayetteville, AR

Friday, August 10, 2012	$251.68
Monday, August 13, 2012	$244.91
Monday, August 20, 2012	$224.91
Total	$701.50

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

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

Northwest Arkansas
CLASSICAL ACADEMY

Classical Education *for* Today's Student

LEARN MORE ABOUT THIS NEW EDUCATION OPPORTUNITY:

The Bentonville Library
Walmart Community Room
405 S Main Street
Bentonville, AR 72712
Tuesday, July 31, 2012
at 6:30 p.m.

Northwest Arkansas Classical Academy is an open-enrollment charter school that endeavors to provide a well-rounded education that is distinctively classical, that pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.

TUITION-FREE FOR GRADES K-12

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 Northwest Arkansas Classical Academy. A public hearing and information session will be held to allow those in the community to learn more about the proposed

provement on the layoffs side," said Peter Newland, an economist in New York for Barclays Plc, who projected claims would drop to 360,000. There will be "a bit of a rebound in the second half [of 2012]. It's not going to be spectacular, but it should be better than the first half."

A Labor Department spokesman said last week that Thursday's data should be clear of any influence from the annual auto plant retooling closures that make it difficult to adjust the data for seasonal variations.

That would make it a truer reading of underlying labor market conditions.

More stocks rose than fell Thursday, but the markets were flat. The Dow Jones industrial average fell 10.45 points to close at 13,165.19. The Standard & Poor's 500 rose a half point to 1,402.80.

Unemployment benefits claims had averaged 385,000 a week in June before the numbers were muddied last current sales pace, the most since December 2009. Weak consumer spending and fiscal worries in the U.S. may be making businesses cautious about growing stockpiles.

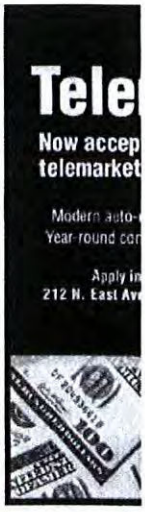
"Businesses are not going to want to be accumulating inventories going into year-end," Mike Englund, chief

Labor Department officials were investigating a security issue involving the timing of the release of Thursday's economic data.

An analyst for a financial research firm saw the weekly report on unemployment benefits on the department's website shortly after 7 a.m.

Public Meeting Announcement

Northwest Arkansas Classical Academy
Tuesday, August 28, 2012
6:00 - 7:00 p.m.
Bentonville Public Library
Walmart Community Room
405 S. Main St.
Bentonville, AR 72712



NARRATIVE ATTACHMENT 2.b – LETTER & CERTIFIED MAIL RECIEPTS TO SUPERINTENDENT (PUBLIC MEETING)

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 8, 2012

CERTIFIED MAIL

Mr. Michael Poore
Bentonville School District
500 Tiger Boulevard
Bentonville, AR 72712

Mr. Michael Poore:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Bentonville area to be referred to as Northwest Arkansas Classical Academy. A public meeting will be held on August 28, 2012 at 6:00 pm in the Walmart Community Room of the Bentonville Library located at 405 South Main Street, Bentonville, AR 72712.

Should you have any questions, please feel free to contact me. My contact information is:

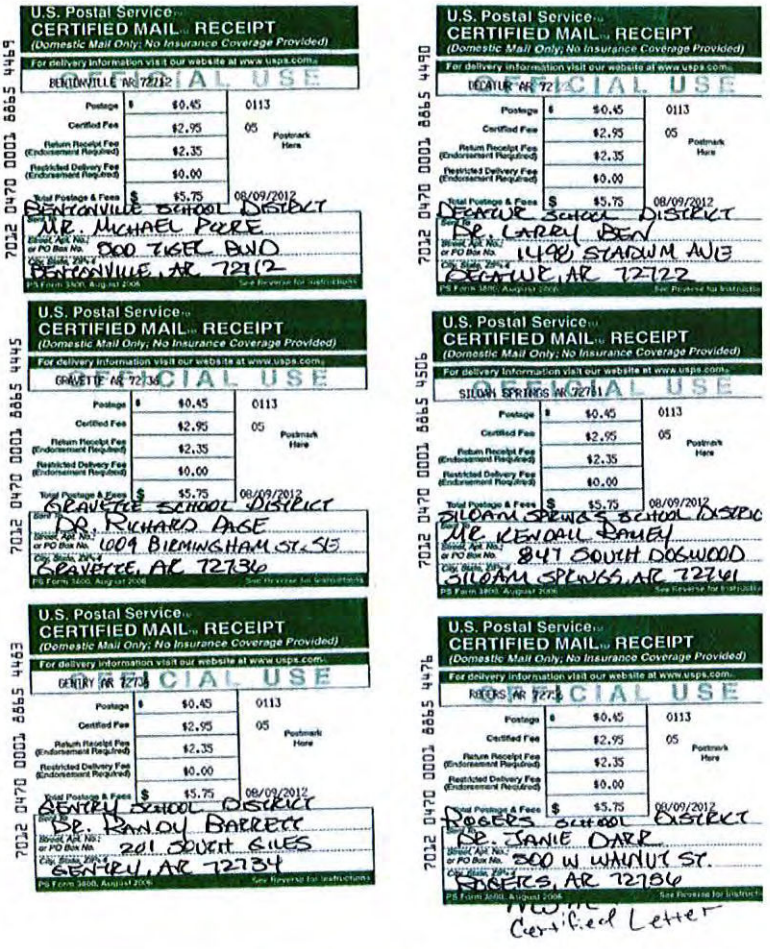
Address: 7637 Vestal
North Little Rock, AR 72113
Phone: 940.536.8749
Email: vperry@responsiveed.com

Sincerely,

Virginia Perry

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

Cc: Dr. Randy Barrett, Superintendent – Gentry School District
Dr. Larry Ben, Superintendent – Decatur School District
Dr. Janie Darr, Superintendent – Rogers School District
Mr. Rick Neal, Superintendent – Pea Ridge School District
Dr. Richard Page, Superintendent – Gravette School District
Mr. Kendall Ramey, Superintendent - Siloam Springs School District
Mr. Chris Baumann, General Counsel – Responsive Education Solutions



PO Box 292730
Lewisville, TX 75029
Phone 972 316 1661
Fax 972 315 9506

www.ResponsiveEd.com
www.PremierHighSchools.com
www.iSchoolHigh.com
www.QuestMiddleSchools.com
www.VistaAcademies.com

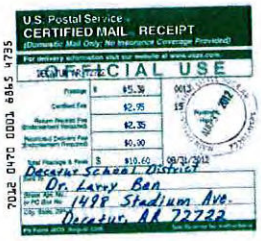
NARRATIVE ATTACHMENT 2.c – LETTER & CERTIFIED MAIL RECIEPTS TO SUPERINTENDENT (APPLICATION)


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
OFFICIAL USE
Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Bentonville School District
Mr. Michael Poore
500 Tiger Blvd.
Bentonville, AR 72712


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
OFFICIAL USE
Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Rogers School District
Dr. Janie Darr
500 W. Walnut St.
Rogers, AR 72756


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
OFFICIAL USE
Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Gravette School District
Dr. Richard Page
609 Birmingham St. SE
Gravette, AR 72736


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
OFFICIAL USE
Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Siloam Springs School District
Mr. Kendall Ramey
847 South Dogwood
Siloam Springs, AR 72761


U.S. Postal Service
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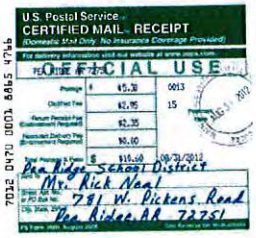
(Domestic Mail Only; No Insurance Coverage Provided)
OFFICIAL USE
Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Decatur School District
Dr. Larry Ben
1498 Stadium Ave.
Decatur, AR 72722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OFFICIAL USE
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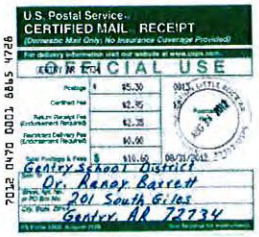
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Pea Ridge School District
Mr. Rick Neal
781 W. Pickens Road
Pea Ridge, AR 72751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Postage $ $5.30
Certified Fee $2.95
Return Receipt Fee (Endorsement Required) $2.35
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $ $10.60
08/31/2012
Gentry School District
Dr. Randy Barrett
201 South Giles
Gentry, AR 72734

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 30, 2012

CERTIFIED MAIL

Mr. Michael Poore
Bentonville School District
500 Tiger Boulevard
Bentonville, AR 72712

Mr. Michael Poore:

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,

Virginia Perry

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

enclosure

cc: Dr. Randy Barrett, Superintendent – Gentry School District
Dr. Larry Ben, Superintendent – Decatur School District
Dr. Janie Darr, Superintendent – Rogers School District
Mr. Rick Neal, Superintendent – Pea Ridge School District
Dr. Richard Page, Superintendent – Gravette School District
Mr. Kendall Ramey, Superintendent - Siloam Springs School District
Mr. Chris Baumann, General Counsel – Responsive Education Solutions

PO Box 292730
Lewisville, TX 75029
Phone 972 316 5663
Fax 972 315 9509

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

REQUIRED ATTACHMENT 3 – SCHOOL CALENDAR & CLASS SCHEDULE

The Northwest Arkansas Classical Academy School Calendar will mirror the Bentonville School District Calendar for 2013 – 2014. As the Bentonville School District Calendar has not been developed and disseminated for 2013 – 2014, the calendar below is a shell to be completed once the Bentonville School District is available.

2013- 2014 School Calendar
Northwest Arkansas Classical Academy

HOLIDAYS	BAD WEATHER MAKE-UP DAYS
Labor Day	February
Columbus Day	February
Thanksgiving Break	March
Christmas Break	May
New Year's Day	June
Martin Luther King Day	
Winter Break	
Spring Break	
Good Friday	
Memorial Day	

Class Schedule

Period	Time	Instructional Minutes
Journal Writing or Grammar warm-ups/ Announcements	8:00am – 8:10	10 minutes
1st Period	8:15am-9:05am	50 minutes
2nd Period	9:10am - 10:00am	50 minutes
3rd Period	10:05am-10:55am	50 minutes
Lunch A	10:55am – 11:25am	30 minutes
4th Period (B Lunch students)	11:00am – 11:50am	50 minutes
4th (A Lunch students)	11:30am – 12:20pm	50 minutes
Lunch B	11:50am -12:20pm	30 minutes
5th Period	12:25pm -1:15pm	50 minutes
6th Period	1:20pm -2:10pm	50 minutes
7th Period	2:15pm -3:05pm	50 minutes
Total Instructional Minutes =		410

Subject Area Concentration for Elementary (k – 4) Grades

- Reading/English Language Arts and Grammar - explicit phonics in the primary grades, guided reading groups, direct instruction, grammar, spelling, handwriting, and Latin and Greek Root words / Tools for Learning
- Math - morning calendars, direct instruction, peer group work and state assessment practices
- Science - direct instruction and labs
- S.S./Core Knowledge/Character/Career Exploration/Arkansas History
- 30 minute lunch & 15 to 30 min. recess each day
- Specials include a mix of P.E./Art/Music

Subject Area Concentration for Middle (5 - 8) Grades

- English Language Arts and Grammar/Tools for Learning/Latin and Greek root words in grades 5 - 7
- Math
- Science
- S.S./Core Knowledge/Character/Career Exploration/Arkansas History
- Latin 1 in grade 8 (high school credit)
- Logic
- Art / Music
- Physical Education
- Study Hall (homework & tutoring)

As subsequent grades are added Subject Area Concentration for High School (9 - 12) Grades will conform to the required 38 units required by Arkansas state standards at a minimum.

REQUIRED ATTACHMENT 4 – FACILITIES UTILIZATION AGREEMENT

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Summerwind Partners, LLC

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: Vacant

Premises: 5121 SW Runway Dr, Bentonville, AR 72712
address

19,072 Square Feet
square footage

Terms of Lease: 3-5 Year Lease

Rental Amount: $8.50 PSF/NNN

Contingency: The terms of this agreement are contingent upon Responsive Education Solutions (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
Responsive Education Solutions	Summerwind Partners, LLC.
By Robert Davies, COO	By Bryan Hosto
Date 8/27/12	Date 8/28/12

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Summerwind Partners, LLC

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.

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Lessee:

Responsive Education Solutions

By Robert Davies, COO

Date 8/27/12

Lessor:

Summerwind Partners, LLC.

By Bryan Hosto

Date 8/28/12

REQUIRED ATTACHMENT 5 - BUDGET
Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (445) x $6,267.00 State Foundation Funding		
3			2,788,815
4	No. of Students (445) x $42.38 Professional Development		18,859
5	No. of Students (62) x $517 eligible rate NSLA Funding		32,054
6	Total State Charter School Aid		$2,839,728
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	CNP 46,725	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$46,725
15			
16	**TOTAL REVENUES**		$2,886,453
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,338	
22	Purchased Services	423,322	
23	Supplies and Materials	9,900	
24	Equipment (p*hone, copier, other*)	6,210	
25	Other *(travel, dues, staff dvmt., mktg.)*	12,700	$617,087
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 24)*	953,531	
29	Fringe Benefits	250,676	
30	Purchased Services	2,000	
31	Supplies and Materials	73,196	
32	Equipment		
33	Other *(student travel, incentives & awards)*	8,120	$1,287,523

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: *(No. of Positions 4)*	154,575	
37	Fringe Benefits	40,636	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other *(Describe)*		$195,211
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/ Alternative Learning Environments:		
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	1,000	
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$1,000
66			
67	Health Services:		
68	Salaries: *(No. of Positions 0.5)*	20,617	
69	Fringe Benefits	5,420	
70	Purchased Services	8,900	
71	Supplies and Materials		
72	Equipment		
73	Other *(Describe)*		$34,937

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: *(No. of Positions 0.5)*	20,617	
77	Fringe Benefits	5,420	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		$26,037
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions___)*		
85	Fringe Benefits		
86	Purchased Services	5,000	
87	Supplies and Materials	5,000	
88	Equipment	5,000	
89	Other *(Describe)*		$15,000
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions___)*		
93	Fringe Benefits		
94	Purchased Services	40,800	
95	(include utilities)		
96	Supplies and Materials	6,500	
97	Equipment		
98	Other *(Describe)*		$47,300
99			
100	Pupil Transportation:		
101	Salaries: *(No. of Positions___)*		
102	Fringe Benefits		
103	Purchased Services	11,125	
104	Supplies and Materials		
105	Equipment		
106	Other *(Describe)*		$11,125
107			
108	Food Services:		
109	Salaries: *(No. of Positions___)*		
110	Fringe Benefits		
111	Purchased Services	46,725	
112	Supplies and Materials		
113	Equipment		
114	Other *(Describe)*		$46,725

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	219,328	
130	*Restroom renovation, lighting, walls, flooring, interior*	200,000	
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	4,000	
135	Content Insurance		$452,128
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$2,750,873

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount		Total
1	State Public Charter School Aid:			
2	No. of Students (495) x $6,267.00 State Foundation Funding			
3				3,102,165
4	No. of Students (495) x $42.38 Professional Development			20,978
5	No. of Students (69) x $517 eligible rate NSLA Funding			35,673
6	Total State Charter School Aid			$3,158,816
7				
8	Other Sources of Revenues:			
9	Private Donations or Gifts			
		CNP	51,975	
		Title IA	53,698	
10	Federal Grants (List the amount)	IDEA B	66,830	
11	Special Grants (List the amount)			
12	Other *(Specifically Describe)*			
13				
14	Total Other Sources of Revenues			$172,503
15				
16	**TOTAL REVENUES**			$3,331,319
17				
18	**Expenditures**	**Amount**		**Total**
19	Administration:			
20	Salaries: *(No. of Positions 3.5)*		130,617	
21	Fringe Benefits		34,415	
22	Purchased Services		470,325	
23	Supplies and Materials		10,900	
24	Equipment		6,210	
25	Other *(Describe)*		10,700	$663,167
26				
27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions 27)*		1,074,566	
29	Fringe Benefits		283,129	
30	Purchased Services		2,000	
31	Supplies and Materials		81,420	
32	Equipment			
33	Other *(Describe)*		8,920	$1,450,035

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: *(No. of Positions 4.5)*	166,010	
37	Fringe Benefits	43,741	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other *(Describe)*		$209,751
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/ Alternative Learning Environments:		
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	1,000	
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$1,000
66			
67	Health Services:		
68	Salaries: *(No. of Positions 0.5)*	20,617	
69	Fringe Benefits	5,432	
70	Purchased Services	9,900	
71	Supplies and Materials		
72	Equipment		
73	Other *(Describe)*		$35,949

	(Budget Continued)		
Media Services:			
Salaries: *(No. of Positions 0.5)*		20,617	
Fringe Benefits		5,432	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$26,049
Fiscal Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services		5,000	
Supplies and Materials			
Equipment			
Other *(Describe)*			$5,000
Maintenance and Operation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
(include utilities)		40,800	
Supplies and Materials		6,500	
Equipment			
Other *(Describe)*			$47,300
Pupil Transportation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services		12,375	
Supplies and Materials			
Equipment			
Other *(Describe)*			$12,375
Food Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services		51,975	
Supplies and Materials			
Equipment			
Other *(Describe)*			$51,975

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	219,328	
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	4,000	
135	Content Insurance		$252,128
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$2,771,529

REQUIRED ATTACHMENT 6 – SALARY SCHEDULES

As mentioned in Standard 21 - Waivers, Northwest Arkansas Classical Academy 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 Northwest Arkansas Classical Academy.

Position	Salary Range
Headmaster/Headmaster	**$62,118 – 99,034 / median 79,946**
Teachers	**$28,112 – 62,144 / median 46,599**
Teachers (Teaching Specialist)	**Undetermined Stipend w/ salary**
Special Education Teacher	**$28,112 – 62,144 / median 46,599**
Administrative Assistant/Campus Secretary	**$10.60/hr. - $17.50 hr.**
School Nurse (Part-time)	**$15,000 - $20,742**
Media Specialist (Part-time)	**$15,000 - $20,742**
Instructional Aide	**$11.00/hr. - $18.51 hr.**
Curriculum Alignment Specialist (Part-time)	**$15,000 - $25,000**

REQUIRED ATTACHMENT 7 – EVIDENCE OF STATUS AS ELIGIBLE ENTITY

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

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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.

(IRS USE ONLY) 575A 08-30-2011 RESP B 9999999999 SS-4

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.**
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number ( ) -

Best Time to Call

DATE OF THIS NOTICE: 08-30-2011
EMPLOYER IDENTIFICATION NUMBER: 45-3121163
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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

Form **1023**
(Rev. June 2008)
Department of the Treasury
Internal Revenue Service

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

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** 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) Room/Suite **425 W. Capitol** **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) 316-3663** 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, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☑ Yes ☐ 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. ☑ Yes ☐ 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. ☐ Yes ☑ 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**? If "Yes," state the country. ☐ Yes ☑ No

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 Klingenstein	Director	3108 Sheryl Dr. Flower Mound, TX 75022	None
Dan Maddalena	Director	1383 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. The conflict of interest policy was adopted along with the By-Laws	☑ Yes	☐ No
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.		
6a	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 sales 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 of 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

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ 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 V, 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. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

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 (a) through (d)
		(a) From 7/1/12 To 6/30/13	(b) From 7/1/13 To 6/30/14	(c) From ..... To	(d) From ..... To	
Revenues	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
Expenses	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.)	161,600	161,600			
	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. ☐ Yes ☐ 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. If you are unsure, see the instructions. ☐ Yes ☑ No

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. ☐

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

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

[redacted]

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? 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).	☐ Yes	☑ No
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) Chuck Cook (Type or print name of signer) 8/30/11 (Date)

Board Member (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-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. Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☑ No
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. **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 VIII, line 7b.	☑ Yes	☐ No

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

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served). N/A

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories. N/A

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ 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.

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.

F:\DDH Client Files\Responsive Education Solutions of Arkansas - 33910\001\Documents\Part V 2a.doc

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.

F:\DDH Client Files\Responsive Education Solutions of Arkansas - 33910\001\Documents\Part VI, Q. 1a.docx

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
Lewisvlle, TX 75067

Chuck Cook
1301 Waters Ridge Dr.
Lewisville, TX 75057

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 ✓	Schedule E	Yes___ No ✓
Schedule B	Yes ✓ No___	Schedule F	Yes___ No ✓
Schedule C	Yes___ No ✓	Schedule G	Yes___ No ✓
Schedule D	Yes___ No ✓	Schedule H	Yes___ No ✓

☑ 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

REQUIRED ATTACHMENT 8 – PARENTAL AND COMMUNITY SUPPORT

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Andrea Allen	Springdale	479-283-3810	
Jacob Martin	Springdale	479-466-4195	
Heidi Clark	Springdale	479-283-6174	
Carolyn Carter	Bentonville	479-254-9344	Carolyn Carter
Donald Carter	Bentonville	479-254-9344	
Nikoya Mills	Bentonville	479 273-3939	Nikoya Mills
	Bentonville	" " "	John Mills
Janica Hopkins	Bella Vista	479-633-395	
Rosanna Friesen	Centerton	479-531-1478	
Tony Putnam	Rogers	4797219499	
Laura Appleman	Bentonville	479-644-8949	
Tom Halbmaier	Bentonville	479-903-6007	
Michael Clark	Bentonville	479-273-2484	
Amy Famini	Bentonville	4795537369	
Carrie Salsman	Centerton	4799666092	
Sean Salsman	Centerton	479 966 7691	
Blake Lassiter	Bella Vista	479-426-2547	
Dean Button	Bentonville	479-531-8442	
Hiram Tucker	Bentonville	479-372-2923	
Melissa Tilson	Bentonville	479-544-2155	

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Andrew Tilson	Bentonville	479-544-2178	
Kyla Templeton	Bville	405 850 2103	Kyla Templeton
Michele Johnson	Rogers	3	Michele Johnson
Maria Arend	Rogers	318-3114-41177	
[illegible]	Bentonville	479-366-4011	
Mike Ryals	Bentonville	530 75 24	
[illegible]	Bentonville		
[illegible]	Bella Vista	479 903 05[illegible]	
Jennifer Bridges	Bella Vista	479-268-4501	
Jarif Lewis	Bentonville	(479-[illegible]-4829	
Sarah Kalagian	Rogers	479-877-9244	
Carrie Shastid	Bentonville	479-659-2450	
Mary Hyde	Bentonville	479-601-5567	
Christian King	Bentonville	479 435 8868	
Ambra Fry	Bentonville	479 381 0607	
RYK STARNES	FAYETTEVILLE	479 283 -7207	
Mandy Johnson	B'ville	479-685-7609	
Kent Sidon	Bella Vista	479 685 4828	
[illegible]	Bella Vista	816 916 4245	
[illegible]	Bella Vista	816-914-4242	

Jason McCoy

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Cindy Palen	Bentonville	314·225·6355	Cindy Palen
Jim Miller	Bentonville	970 214 0325	
Kendra Miller	Bentonville	307 214 6789	
Nanette Miller	Rogers	314-809-7612	
BRAD PALEN	BENTONVILLE	314 420 6358	
Kristen Radcliffe	Bentonville	479-616-6275	
Derek Radcliffe	Bentonville	479-616-6274	
Jerri Dwyer	Lowell	479-770-5424	
John Griffith	BENTONVILLE	479-877-9569	
Justin Greenwood	Centerton	479-531-4496	
Naomi Greenwood	Centerton	479-586-5838	Naomi Greenwood
Cara Keen	Bella Vista	531-2525	
Tyler Fitzgerald	Bella Vista	417-291-6631	
Zac Hoover	Bentonville	479 721 1661	
Amanda Hoover	Bentonville	479-721-9639	
Michelle	Bentonville	366-1685	
Eric Thompson	Bentonville	640-0634	
Kendra Thompson	Bentonville	640-0170	
Mary Curl	Bentonville	203-9933	
DEEN William	Bentonville	615-238-1405	

RESPONSIVE ED

Northwest Arkansas Classical Academy

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Name	City of Residence	Phone Number	Signature
Mistie Ward	Centerton	(479)544-0034	Mistie Ward
Brandon Ward	Centerton	479 787 2659	
Hugo Alcantilla	Siloam Springs	(479) 8000607	
Jose Sergulis Cof	Siloam Springs	479 524-0368	
Martina Bader	Bentonville		
Sean Branham	Bentonville	479-222-1220	
Michelle Rowland	Bentonville	479-544-182	
Linda Chang	Rogers	479-636-7384	
Tony Chang	Rogers	479-636-7384	
Marion Ritter	Bella Vista	479-855 3875	
Tracy Mooney	Bentonville	479-426-1844	
Adam Gross	Rogers, AR		
Bori Bradley	Rogers		
Michele M. Lambert	Rogers	479-372-7236	
Allen	Bentonville	479-418-1825	
Gene Cox			
David Kartzinel	Bentonville	479-464-0501	
Vasu	Bentonville	9142853526	
Venkat	Bentonville	678-358-5635	
George Cole	Bella Vista	479-876-5414	

RESPONSIVE ED

Northwest Arkansas Classical Academy

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Name	City of Residence	Phone Number	Signature
Dalene Magsam	Bentonville	479-685-7056	Dalene Magsam
Dustin Cannady	Bentonville	479-616-2140	Dustin Cannady
Lyndsey Chesterton	Centerton	479 [illegible]	[illegible]
Lauren Bush	Bentonville	435-760-	[illegible]
Muriel Gibbons	Bella Vista	855-9781	Muriel Gibbons
Emily McReese	Bentonville	479-657-5773	Emily McReese
Shelly Waid	Bentonville	(918) 248-6350	Shelly Waid
Bryan Cliff	Bentonville	302-264-1910	Bryan Cliff
Rachel Ferguson	Bentonville	479.616.6772	R Ferguson
Alisha Woods	Bentonville	4794640924	A Woods
Julie Allen	Sulphur Spring	479-298-3730	Julie Allen
Elizabeth Silver	Bella Vista	479-599-8083	[illegible]
Shanitha Byrd	BENTONVILLE	870 250 0788	Shanitha Byrd
Sharon I Morgan	Bentonville	479-464-4381	Sharon I Morgan
Jan Ney	Bella Vista	479-685-1800	Jan Ney
Fern Svehla	Bella Vista	479-876-6783	Fern Svehla
Walter [illegible]	BELLA VISTA	479 531 4313	Walter [illegible]
Shawna Cartwright	Bella Vista	479-426-2562	Shawna Cartwright
Erin Edwards	Bella Vista	" 619-9314	Erin Edwards
Lindsey Ferguson	Rogers	" 381-8119	[illegible]

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Amber Bray	Bentonville	479-381-1612	
Jenny Wallace	Bentonville	479-268-0085	
Sheila Boggs	Bentonville	479-544-5405	
Katherine Smith	Bentonville	479-715-6507	
TAYLOR C. SMITH	BENTONVILLE	479-715-6507	
Barby S. Bixby	Rogers	479-925-5588	
Ashley Price	Bentonville	479-644-7689	
Tyffani McBryde	Pea Ridge	(479) 421-7320	
George McBryde	Rogers	(479) 640-5042	
Victor Frazee	Bentonville	501-760-9742	
~~Beth Tyler~~			
Derrick Miller	Bentonville	479 418 3251	
Melody Foster	Springdale	479.799.4082	
Todd Hack	Bentonville	479-273-7727	
David Zenick	Rogers	479-936-8577	
Clark Tyndall	Pea Ridge	479-451-8462	
	Bville	479-268-4318	
	Bentonville	818-421-2571	
	Bentonville	479-685-1089	
Kami Barnes	Bentonville	479-366-8797	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Linda Richards	Bella Vista	479 621 1428	Linda Richards
Paul Lee	Bella Vista	479 0402622	Paul Lee
Lisa Jones	Bella Vista	479-876-2552	Lisa Jones
Cheryl Falkenstein	Pea Ridge	479-451-1051	Cheryl Falkenstein
Amelia Dziwanowski	Bentonville	479-531-1669	A. Dziwanowski
Tammy Schwartz	Bentonville	479-715-0626	Tammy Schwartz
Kenny Mathis	Bentonville	479 685-2653	Kenny Mathis
Mark Odell	Bella Vista	479-270-5512	Mark Odell
DARRON TEEL	Bentonville	(405) 376-6355	D. Teel
Rick Irmen	Fayetteville	765-532-0673	Rick Irmen
Ann Hoffman	Bentonville	479-366-7626	Ann Hoffman
Amy DeMarin	Bentonville	479-224-6650	Amy DeMarin
Joseph Collis	Bentonville	479-276-1023	
Michael Heflin	Bella Vista	479 418 1759	Michael Heflin
Tom Cannon	Bella Vista	479 855 0377	Tom Cannon
Alice Carroll	Bella Vista	479-855-0377	Alice Carroll
DANNY NORMAN	CENTERTON	479 381 0349	Danny Norman
Kathryn A Norman	Centerton	870-404-7925	Kathryn A. Norman
Roger Hamlyn	Bentonville	608-284-5939	Roger Hamlyn
Holly Shields	Bentonville	479-715-1335	Holly Shields

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Jenn Brau	Rogers	381 4515	Jenn Brau
Jeremy Chandler	Rogers	619-6657	Jeremy Chandler
Chrystal Conway	Bentonville	7152973	C Conway
Cristina Rosas	Bentonville	6576857	
DANIel speers	Bentonville		Daniel speers
Amy Bingham	Bentonville		Amy Bingham
Lora Braunbach	Bentonville	479-254-9486	Lora Braunbach
Suganthe Ramesh	Bentonville	479-271-6530	Suganthe Ramesh
Veronica Guevara	Bentonville	787-675-5124	Veronica Guevara
Casey Larsen	Bentonville	479-544-1249	Casey Larsen
Seth Lee	Bentonville	479-973-3956	Seth Lee
Ruth Logue	Bella Vista		Ruth Logue
Tina Lewis	Bentonville	479-619-5212	Tina Lewis
Lisa Andrews	Bella Vista		Lisa Andrews
Chris Fitzgerald	Bentonville	469.616.3191	
Allen Prade	Bentonville		
Jason Hart	Bentonville	860. 384. 1532	Jason Hart
Carrie Kell	Bentonville	5586024	Carrie Kell
Robert Johnson	Bella Vista	270 5955	Robert Johnson
Jason Cui	Rogers	479-684-7629	Jason Cui

RESPONSIVE ED

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Roger Frakes	Rogers	381-4674	
Merrill	Bentonville	250-0292	
Shanya	Bentonville	250-0292	
Sara Sedlak	Bentonville	314-229-8505	
Ryan Sedlak	Bentonville	876-8649	
Beth Colbert	Bentonville	479-270-354	
Trey Colbert	Bentonville	479-270-3545	
Patton Jessa	Rogers	8477690051	
Sukjong Patton	Rogers	8477690051	
Kristi Pricemon	Fayetteville	479.966.2740	
Michelle Mounce	Bentonville	479 531-5336	
Russ Mounce	Bentonville	( )	
Jeff McClelland	Bentonville	4792031197	
Nykile Pritchett	Bentonville	479-871-8227	
Twila Hill	Bentonville	479-273-5980	
George R. Hill	Bentonville	479-273-5980	
Jessica Estepp	Bentonville	479 325-1038	
Justin Estepp	Bentonville	479-325-1039	
Shannon Parsons	Centerton	479-224-6070	
Konrad Parsons	Centerton	479-224-6070	

RESPONSIVE ED

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Napoleon Dezaldivar	Bentonville	479-601-5194	
Cynthia DeZaldivar	Bentonville	479-601-5574	
Jawn Kazmierczak	Bentonville	479-715-6809	
Mark Miller	Bentonville	479-936-6612	MARK MILLER
Mary Ross	Gravette	479.524-7038	
Elmer Sequeira	Bentonville	479-750-4511	Elmer Sequeira
Matt Cothern	Bentonville	479-758-4383	MATT COTHERN
Randy Jackson	Rogers	479-544-5575	
Angelica Yang	Bentonville	479 586 8481	
Julie Massey	Rogers	(417) 527-1663	
Dayne Bird	Bentonville	936-249-5790	
Ana Kuehner	Rogers	479-381-1213	
Jeremy Guzman	Rogers	309-287-4344	
Georgia Mabery	Bentonville	479 981-9786	
Raven Dorge	Eureka Spring.	479-244-5187	
Lisa Messersmith	Cave Springs	(479) 790-0148	
Debbie Messersmith	Cave Springs	479 790-0248	
Amanda Peters	Gravette	479 644-5217	
Tom Whitlatch	Gravette	417-633-1655	
[illegible]	Bentonville	657-6644	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Joshua Blau	Bentonville	479-295-4423	
Jennifer Mullen	Rogers	479-366-2527	
Nancy Metzger	Bentonville		
Chandra Collis	Bentonville	504-701-2684	
Dan Hughes	Bentonville	479-236-7721	
Mark Hunt	Rogers	644-0278	
Allen Allen	Bentonville	899-4833	
Vidisha	Bentonville	479-899-7558	
PatriciaBurns	Bentonville	479-2700734	
Lorene Sadler	Bentville	479.202.2097	
Bridget Hancock	Bentonville	479 685 1729	
Cecilia Franco	Bentonville	479 4265083	
Jake Ryan	Rogers	479 426 7282	
Stacey Sears	Bntvl	4254189047	
April Amelinq	Bentonville	479.381.2180.	
Cheryl Wilhoit	Bentonville	479-531-4948	
Jason Turner	(illegible)	479-633-1031	
Matt Walters	Bentonvill	479-936-6919	
Chris Strawn	Bentonville	479-899-2707	
Henry Smith	Rogers	479 9835408	

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Scott A Pitts	Bentonville, AR	479-936-0646	Scott A Pitts
Todd L. Schwartz	Bentonville AR	479-619-9865	
Jackie Henderson	Siloam Springs, AR	479 524 8496	
William B. Hanna	Centerton, AR	479 586-1012	
Walton A. Hanna	Centerton, AR	479 586 8011	
Michael F Tavano	Centerton AR	479-795-4343	
Kimberly Tavano	Centerton	479-795-4343	
Kimberly J. Gill	Rogers	479-631-5920	
Jean Henderson	Bentonville	479-586-3105	
Karla Johnson	Centerton	479-795-4000	
David Henderson	Bentonville	4796455 3757	
Ward P. Gill	Rogers, AR	479-225-1770	
JACK FOUNTAIN	ROGERS	479-631-8179	
Sofia Reyes	Centerton	479-274-6342	
Unriskel Diva	Centerton	479-381-2619	
Michelle Green	Bentonville	479-644-1791	
Amy Brown	Bentonville	479-903-5993	
Bob Inda	Bella Vista	479 855-7565	
Wendy Nolan	Bella Vista	479-685-4481	
Marie Hemmings	Rogers	479-790-3910	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuitian-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Kevin M. Brungard	Bentonville	479-544-4362	
William Hastings	"	479.925-8491	
Scott Nicely	"	479-295-4999	
Mythra	Fayetteville	479-856-1587	
Amy C.	Bella Vista	828-230-5876	
James Smith	Bentonville	479 366-5693	
Walt Schaffer	B'ville		W. Schaffer
K Gridhar	Bentonville	479-685-8116	
JW SKOPEK	ROGERS	479-770-3988	
Jennifer Barsi	Centerton	479-381-4703	
Brandon Shackelford	Bella Vista	501-580-5505	
Tamara Coder	Decatur		Tamara J Coder
Debi Havner	Bentonville	501-273 2647	
Jasmine Farrar	Bentonville	479-544-2513	
Anisha Armentrout	Bentonville		
Sarah Schafer	Bentonville	479-220-7892	
Barbara Patterson	Bella Vista		
Lyla Brown	Bentonville	479-657-8057	
Heidi	Bentonville	479-721-8920	
Mary E Baggett	Bentonville	479-273-3177	

RESPONSIVE ED

Northwest Arkansas Classical Academy

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Name	City of Residence	Phone Number	Signature
Hannah Moore	Springdale	479-409-8443	Hannah Moore
Kendra Andrews	Bentonville	479-273 2109	
Andrea Hall	Rogers	479 619 5677	A Hall
Marina Calico	Fayetteville	479-409-0005	Marina Calico
Suzanne Ray	Bentonville	479.464-7353	Suzanne Ray
JAN NEY	BELLA VISTA	479-685-1800	Jan Ney
Kimberly Keith	Springdale	479-790-8199	Kimberly Keith
Meghan Burnett	Highfill	479-721-1917	Meghan Burnett
Brenda Dean	Bentonville	479-273-3135	Brenda Dean
Megan Ashberger	Benton County	479-381-33666	Megan Ashberger
Lisa Hines	Rogers	479 636 2600	Lisa Hines
Kathy Smith	Bentonville	479-464-1567	Kathy Smith
Marissa Nevill	Bentonville	479-271-8329	Marissa Nevill
JIM WALTON	BENTONVILLE	479-273-5943	
Darren Haskins	Springdale	479-366-9123	
Kevin Thornton	Elm Springs	479-530-3203	Kevin A Thornton
Merrill White	Pea Ridge	479-451-8075	
Michelle Johnson	Bentonville	479-271-0630	Michelle L John
JENNY TRIPP	Centerton	479-366-3575	Jenny Tripp
Tina Geeding	Bella Vista	479 899 1255	Tina Geeding

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Annia Trubacek	Bentonville	295-2279	Annia Trubacek
DANIEL KELLY CURTIS	"	479-244-0600	Daniel K. Curtis
Angela Dodd	Bentonville	(479)-226-9469	Angela Dodd
Heather Morris	Gravette	479-787-1198	Heather Morris
Lisa Agee	Bentonville	9094371930	
Darryl Akee	Bentonville	808-392-3870	
SARAH MUKHERJEE	Bentonville	479-696-1509	Sarah Mukherjee
Alina Davies	Bentonville	268-3391	Alina Davies
Jessica Martinson	Bentonville	715-6898	Jessica Martinson
Rena Warren	Bentonville	372-7154	
William Meuse	Rogers	405-250-0864	
Sherry Hurley	Bentonville	4793819032	
Jim Cothern	Bentonville	479-219-2216	
Cara Trembly	Bentonville	479-531-7166	Cara Trembly
Michael Hale	Bentonville	4793660179	Michael Hale
Debbie Dawson	Bentonville	479-903-1682	Debbie Dawson
Erin Pfeiffer	Bentonville	479 644-9915	Erin Pfeiffer
Michelle Sousley	Bentonville	479-268-0588	Michelle Sousley
Matt Butler	Bentonville	479-715-3511	
Thea Lee	Bentonville	316-312-4885	Thea Lee

RESPONSIVE ED

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
LJ HEMBRY	BENTONVILLE	479-531-5000	
TERRY OLSON	BENTONVILLE	479 640 5750	
Holly Boswell	Bella Vista	479 282 4526	
Gail Cabot	Bentonville	479-268-0213	
Greg Price	Bentonville	479-903-2846	
Lee Culpepper	Bentonville	479-224-6134	
Andrea Long	Bentonville	202.979.8182	
Scott Kummer	Bentonville	479.973.3486	
Robyn Nelson	Bentonville	479-271-7110	
Jennifer Clark	Bentonville	479-273-2484	
Matthew Brewer	Bentonville	281-773-1384	
Melissa Pope	Little Rock	479 381 0332	
Jeni Rader	Bentonville	(479 586 4955	
Dennis Green	Bentonville	479-381-7231	
Christina Fadling	Bentonville	479-202-2726	
Jeanne Isom	Bentonville	479 273 0388	
Elbert Isom	Bentonville	479 273 0388	
Scott Riedesel	Garfield	479 925 5139	
Marie Miller	Decatur	479-871-1570	
JILL HICKS	Rogers	479-372-4144	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Jody Agnacian	Bentonville	464-8544	
James Ragland	Bentonville	295-0275	
Fritz Steiger	Bentonville	936-1867	
Frances Steiger	Bentonville	936-1866	
Sam Waafeld	Bentonville	479 899 4172	
Todd Schwartz	Bentonville	619-5865	
Capri Gore	Bentonville	801-857-4442	
Chad Gore	Bentonville	801-857-4447	
Allison Smith	Bentonville	479-295-0797	
Shannon Estes	Bentonville	479.464.4075	
Alyson Camacho	Bentonville	479 220 2687	
Rebecca Hankins	Bville	479-531-6043	
Kerri Williams	Bville	870-413-9273	
Kerry Wilson	Bville	703 4031804	
Timothy Francis	Gravette/Bentonville School District	479-787-0724	
Kristin A Francis	Gravette/Bentonville School District	479-795-0061	
Kenneth Biesterveld	Bentonville	479-466-5404	
Stephanie Biesterveld	Bentonville	479-283-3292	
Jason Cooper	Bentonville	479-903-6793	
Courtney Dixon	Bentonville	479-644-4665	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Mary Barnett	Bella Vista	479-696-1967	
Regina Hladick	Bella Vista	479 366 8042	
Stephanie McCauley	Bentonville	479-268-6913	
Scott McCauley	Bentonville	479-872-6625	
Janice Hutchill	Bentonville	479-372-8128	
Chris Cockrell	Bentonville	479 254 9515	
Tessa Cockrell	Bentonville	479 270 4545	
Jason McNully	Bentonville	479 640 0317	
Laura Fogle	Bentonville	479-936-6889	
Trey Fogle	Bella Vista	479-531-3777	
Rachael Prepster	Bentonville	479 270 9317	
Heather Rae	Rogers	479 586-5779	
Valerie Lynch	Rogers	479 366 6858	
Linda Brown	Rogers	479 426 3400	
Brent Reader	Bentonville	479-721-6925	
Kendra A. Reader	Bentonville	479-531-0225	
Jill Witt	Centerton	479-644-8790	
Melanie Hutchinson	Bella Vista	479-619-9642	
Kristie Sanchez	Bentonville	479-903-4040	
Jodie West	Bentonville	479-366-0971	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Caroline Sawyer	Bentonville	220-7342	Caroline Sawyer
Jay Sawyer	Bentonville	220-7936	
Judy Blount	Rogers	903 3642	Judy Blount
Daniel Warfield	Bentonville	479-899-4171	
Nicki Boudreaux	Centerton	479-616-3706	
Melissa Berry	Bentonville	479-464-4483	Melissa Berry
Mark E. Baer	Bentonville	480-710-8106	Mark E. Baer
Allyson Gruger	Bentonville	479-224-6699	Allyson Gruger
[illegible]	[illegible]	" 224-6699	
Jennifer Montroy	Bentonville	479-876-8011	Jennifer Montroy
Meyan Blakey	Bentonville	479-295-4647	
Whitney Hull	Bentonville	479 372 0158	Whitney Hull
Smith	Bentonville	479-254-9673	
Amanda Gray	Bentonville	479-9034357	
Dorothy Hesse	Gravette/Centerton	479-795-1323	Dorothy A. Hesse
[illegible]	Bentonville	479-43-0981	Mike Sneed
Michele McNulty	Bentonville	479-903-6953	
Alicia Wigington	Bentonville	479-925-8569	
Viola Bass	Bentonville	479 426-2401	
Karen Hesse	Centerton	479-366-4484	

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Amanda Hill	Bentonville	644-4242	Amanda Hill
DEKEK Hill	Bentonville	903-2653	
Sharon Byrd	Rogers	479-466-4646	
Keith Knyevski	Bentonville	479.657-6759	
Julie Jeremiah	centerton	479-224-6360	
Carol Peel	Bentonville	479 22 4987	
Amelia Schenkra	Bentonville	479-790-8850	
Gary Schenkra	Bentonville	479.747.6892	
Shar-kee Rogers	Bentonville	479-795-0035	
Chad Ruyle	Centerton	601-609-9972	
Ashley Gardner	Bentonville	479 866 0871	A. Gardner
Jerad Sears	Centerton	479 899-3[illegible]	
Laura Ganamwe	Bentonville	479 871-8068	
Vadim Kapustin	Rogers	4798996265	
Mandi Green	Bella Vista	4798761720	

RESPONSIVE ED

Northwest Arkansas Classical Academy

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Name	City of Residence	Phone Number	Signature
Teresa Ann Carter-Cole	Bella Vista	876-5414	Teresa Ann Carter-C
Sarah Brewer	Bentonville	417-393-6471	Sarah Brewer
Ed Clifford	Benton Ville	479-272-1642	
Ranjani K	Bentonville	616-3045	
Kathleen Zwickelhofer	Bella Vista	479-855-7918	
Joseph Tucker	Centerton	479-903-1200	
Shine P. Chenye	Rogers	9493151800	Shiner
Kenny Shannon	Bentonville	918-507-1604	Kenny Shanno
Ashley Arnolts	Bentonville		Ashley Arnolts
Samantha Coffelt	Bentonville	479-295-7155	Samantha Coffelt
Zelu Lan	Rogers	479-619-6084	
Bryan Pruett	Bentonville	4791085890	
Natalie Jones	Fayetteville	479-544-6424	
Mitchell Milsap	Gravette	470 3662441	Mitchell Milsap

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
[illegible]	Bella Vista	501-841-8431	[illegible]
Jessica Brumfield	Centerton		Jessica Brumfield
Peggy DeWitt	Bentonville	479-866-1933	Peggy DeWitt
Keith Barber	Bentonville	479-366-[illegible]	Keith Barber
Chris Reynolds	Pea Ridge		Chris Reynolds
Dena McConnell	Centerton	479-426-6766	Dena McConnell
Syed Hameed	Bentonville	201-921-2713	Syed Hameed
Meeng	Bentonville		S. Meeng
Cody Pyle	Bentonville	479 295 4572	Cody Pyle
Carolyn Walsh	B.V.	479-[illegible]	Carolyn Walsh
Patricia A Richardson	Bville	479-372-2157	Patricia A Richardson
Patricia A Richardson	Bville	479-372-2157	Patricia A Richardson
Aaron Wright	Bentonville	479-276-0559	Aaron Wright
Tom Pyle	B.V.	870-421-0350	Tom Pyle
Samantha Macaskey	Bentonville	479-381-1475	Samantha Macaskey
Chrystie Shuey	Bentonville	479-202-2614	Chrystie Shuey
Dyna Shuey	Bentonville	479-202-2614	Dyna Shuey
[illegible]	Bville		[illegible]

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Nedra Angell	Lowell AR	479-426-2912	Nedra J. Angell
Aubrey Slyter	Bentonville, AR	479-271-9438	Aubrey Slyter
Brad Angell	Lowell AR	479-426-7913	Brad Angell
Sheila Kramer	Rogers, AR	479-696-8821	Sheila Kramer
Dari J. Dotson	Rogers, AR	710.445.7248	Dari J. Dotson
JAMES L. FISHBACK	BENTONVILLE, AR	479-381-2025	James L. Fishback
mary Fishback	Bentonville	479-381-2026	Mary Fishback
Israel Mramontes	Rogers, AR	479-466-0280	
Robert Elliott	Cave Springs, AR	479-531-6840	Robert Elliott
Shelli Bertuca	Rogers AR	479-696-8735	Shelli Bertuca
Bobby Bertuca	Rogers, AR	479-696-8733	
marsha Leingang	Rogers AR	479-246-0232	Marsha Leingang
Curtis Clements	Rogers, AR	479-366-4551	Curtis Clements
Mark Pope	Rogers, AR	479-586-7134	
Melanie Elliott	Cave Springs AR	4795316839	Melanie Elliott
Brian Garrett	Bella Vista, AR	801.301.5935	
Meranda Poe	Bentonville, AR	479-271-0987	Meranda Poe
Jim Parsons	Bella Vista	479-876-2624	Jim Parsons
Grant Lightle	Bentonville	479-426-5807	Grant Lightle

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Robert Addis	Bella Vista	312-307-7722	
Sherry Slay	Bella Vista	4799032465	Sherry L Slay
Lura Boyd	Fayetteville	479-779-3328	Lura Boyd
Melinda Fairchild	Rogers	5141-4254	MF
Kayce Thompson	Bentonville	479 313 2618	Kayce Thompson
Christina Seaman	Bella Vista	6143134216	Christina Seaman
[illegible]	Rogers	33-1245	
[illegible]	Hiwasse	301 1455	
[illegible]	Bentonville	273 5703	
[illegible]	Bentonville	871-9599	Jerry Chadwick
[illegible]	Washburn	479 633 5283	
[illegible]	Lowell, AR	479-717-2867	
[illegible]	Bentonville	479-685-2914	
Meredith Braswell	Sulphur Springs	479-298-1266	Meredith Braswell
[illegible]	Bentonville AR	870 374 0757	
[illegible]	Centerton AR	479 685 7259	
Janice Pimentel	Bentonville	479-616-4588	Janice Pimentel
[illegible]			
Joseph Meyer	Rogers	479 925 2290	Joseph Meyer
Shannon Padilla	Bentonville	4794262737	Shannon Padilla

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Beatrice Apple	Bentonville	4792006827	
Shaye Anderson	Bella Vista	4798551217	
Megan Cordy	Rogers	4798995550	
Jessica Partlow	Bella Vista	479-696-1315	
Brittany Cusanek	Bella Vista	479-715-3000	
Patrick Conley	Bentonville	479-531-0633	
KATLYN JONES	ROGERS	479-426-4408	KATLYN JONES

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Christy Sams	Fayetteville	870-391-1988	Christy Sams
Kent Crouch	Bentonville	479-273-3305	Kent C. Crouch
Ronda Paullin	Bella Vista	479 464 1507	Ronda M Paullin
Lynne Kariker	Bentonville	479.464.7801	L. Kariker
Dell Woods	Bentonville	479.366.7329	Dell Woods
Marc Holley	Bentonville	4793727595	[illegible]

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Dan Curriden	Bentonville	479.224-6794	
Laura Kirk	Bentonville	479-616-7843	
Becca Tenbrook	Bentonville	479-426-1336	
Gwen Musengwa	Bentonville	818-720 5457	Gwen Musengwa

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Shannon Bedue	Bentonville	122-6237	Shannon Bedue
Kristen Hutchins	Bentonville	224-6478	Kristen Hutchins
David Hutchinson	Bentonville	224-6478	David Hutchinson
Philip Reynolds Jr	Rogers	254-0861	Philip Reynolds Jr
Bryan Cabell	Rogers	925-1203	Bryan Cabell

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Sigrid Hodgson	Bella Vista	659-1380	Sigrid Hodgson
SRIVIDYA VENKATASUBRAMANYA	B'ville	696-4057	V. Srividya
Rebecca Powers	Centerton	313-2222	RSPowers
Kimi Henley	Cave Springs	4792633306	Kimi Henley
Heather Slinkard	Bella Vista	479-616-0621	Heather Slinkard

RESPONSIVE ED

Northwest Arkansas Classical Academy

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a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Monica	Rogers	479/685-3705	Monica Ford
Tony Smith	Bentonville	479.212.1165	T Smith
Richard Wells	Bentonville	479-273-9382	Richard Wells
Julie A Hall	Bella Vista	432-770-3398	Julie A Hall
Ken Peterson	Bentonville	479-202-2098	Ken Peterson
Roger Christensen	Bentonville	—	Roger Christensen
Chanes Hurley	Bentonville	479-381-9033	C Hurley
Judy DeCarmo	Bentonville	479-464-9412	Judy DeCarmo
Cynthia Keen	Bentonville	479-426-8982	Cynthia Keen
Breanna Hollowell	Centerton	479-381-7949	Breanna Hollowell

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkonsas."

Name	City of Residence	Phone Number	Signature
Quanna Campbell	Bentonville	544-5333	Quanna Campbell
Tukeisha Campbell	Bentonville	479-202-1152	Tukeisha Campbell
Adriana Campbell	Bentonville	787 8452	Adriana Campbell

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy, a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Gerald Martin	Bella Vista	479-426-5380	Gerald Martin
Kim Turner	rogers, Ar	479-435-5335	Kim Turner
Tiffany Hollingsworth	Bentonville	479-544-2864	TMH
JENIFER KANEER	CENTERTON AR.	4797950107	Jennifer Kaneer
Mandi Smith	Bentonville AR	479-721-2706	Mandi Smith
Julie von Oremp	Rogers, AR	479-372-3332	

RESPONSIVE ED

Northwest Arkansas Classical Academy

"I support the establishment of Northwest Arkansas Classical Academy,

a ResponsiveEd tuition-free school of choice in Northwest Arkansas."

Name	City of Residence	Phone Number	Signature
Chuck Rogers	Centerton	479-795-0035	
Kristen Conelsen	Centerton	479-6968105	
Kristin Branson	Bentonville	757-918-0437	
Kady Sears	Centerton	4798993908	
Rebekah McKristian	Bentonville	479-366 0310	
Blanche Kapustin	Rogers	479-899-6265	Blanche Kapustin
Tray Tim Summers	Bentonville	479-273-0777	
Mara Wagner	Bentonville	479-366-3847	
Courtney Kistler	Bentonville	4793814285	
Matt Kistler	Bentonville	4793814285	

Walmart

August 13, 2012

Arkansas State Board of Education
Little Rock, Arkansas

Members of the State Board of Education:

On behalf of the more than 18,000 Walmart associates living and working in Northwest Arkansas, I'm writing in support of the charter school application submitted by Responsive Education Solutions.

We are extremely proud of the fact that *US News and World Report* has recently listed Bentonville High School as the third best high school in Arkansas, and one of the top 1,000 high schools in the United States. Bentonville school district test scores continue to improve on many levels, and Walmart appreciates the steps Superintendent Mike Poore has taken to test our children against students nationwide, rather than only against other Arkansas school districts.

Our local schools continue to move in the right direction. This matters at Walmart in terms of recruiting and retaining the best possible talent for our company to thrive in a complex global economy. Walmart is constantly asking talented and diverse individuals from around the world to move here. The first question many potential associates ask us is, "How good are the local schools?"

Two of my three children are proud graduates of Bentonville High School. One of my sons went from BHS on to the United States Naval Academy and is now a fighter pilot serving our country. My younger son graduated from BHS this year and is very excited to be headed this fall to Northeastern University in Boston. Like most Walmart families, we had a good experience with the local schools, but we also believe the rapid regional growth means more families simply should have more educational options.

Responsive Education Solutions is seeking state approval to open a K-8 charter school in Bentonville next year. Walmart hopes the Arkansas State Board of Education will be supportive of giving families the choice to consider an option such as Northwest Arkansas Classical Academy. The classical, college prep education offered at the academy would be an excellent addition to a fine education offered by public schools in Bentonville. On July 31st an inaugural meeting was held with more than 150 parents who enthusiastically support the charter school concept that Responsive Education Solutions is proposing.

With our school district growing at an unprecedented rate, approximately 450 students attending a charter school would in no way impact the great work currently being done by the Bentonville schools. It appears that the Bentonville school system will grow by more than 1,100 students this year with kindergarten enrollment at an all time high of 1,300 students for the 2012-2013 school year.

Our community, our business leaders, and our school leaders have always been willing to work together to find a better quality of life for everyone, so it seems a charter school offering a rigorous, classical education in Bentonville would only enhance an already thriving education climate. There is widespread parental and business support for giving parents the option of sending their children to the Northwest Arkansas Classical Academy.

On behalf of Walmart, we respectfully ask that you approve this application for Northwest Arkansas and give families the opportunity to consider a high quality charter school that will complement the local public schools.

Sincerely,

Susan Chambers
Executive Vice President, Global People Division
Walmart
702 SW 8th Street
Bentonville, Arkansas 72716-0350

CC: Mike Poore
Superintendent
Bentonville School District
500 Tiger Blvd
Bentonville, Arkansas 72712

Becky Koonce
School Board President
Bentonville School District
500 Tiger Blvd
Bentonville, Arkansas 72712

August 3, 2012

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

I am writing in support of the charter school application submitted by responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and their students in our area need new and more educational opportunities.

Northwest Arkansas boasts some of the best public schools in the state, but they are extremely large and do not offer an educational approach that works for all students. For example, Bentonville High School has an enrollment of 3,100 students and this number is expected to grow. As a result, many parents have either turned to schooling or supplementing academics at home.

A Classical Liberal Arts education would offer even the youngest student a rigorous academic environment steeped in a study of the masterpieces of Western Civilization, from Ancient Greece through modern times. A solid foundation of grammar, mathematics, science and history in the younger years prepares students to study philosophy, rhetoric and literature when they are older. It is important for our students to have a well-rounded understanding and appreciation of our past in order to become our global leaders of tomorrow.

An academically challenging, public school choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge. Currently, it is only available to those who have the ability to pay for private or on-line schooling. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application by Responsive Education Solutions.

Sincerely,

Bob McCaslin

Bob McCaslin
Mayor

117 W. CENTRAL AVE. • BENTONVILLE, AR 72712 • (479) 271
• www.bentonvillear.com •

Jennifer Clark
408 SE Eaton Street
Bentonville, AR 72712
August 2, 2012

To the Arkansas State Board of Education:

My name is Jennifer Clark and I am a business owner, community volunteer and a concerned parent here in Northwest Arkansas. I am writing to express my full support for the pending Northwest Arkansas Classical Academy in Bentonville (or Benton County).

I have two children, ages 7 and 9, currently attending Apple Glen Elementary. It is a wonderful school and both of my girls are straight A students. My personal concern for their education comes from their actual knowledge, more than what they appear to be on paper. My oldest daughter is about to enter the 4th grade. At her last parent-teacher conference for 3rd grade we wanted to express our concern for her difficulty and anxiety when it came to Math. Her teacher (whom we love to death) looked very puzzled. She showed us that our daughter currently has a 96 in math. This confused us as well. Doing basic multiplication is very tough for her; she gets frustrated, anxious and still counts on her fingers for all but the most basic multiplication problems. When we asked our daughter if she has anxiety at school she told us "no"; that they give the students an incredible amount of time to answer questions on tests and if she wasn't sure about an answer she just had to look on the wall to see the entire times table on a poster board (not during the Benchmark; they were taken down for that).

Both of my daughters are reading above their grade level, but comprehending much lower. My oldest daughter reads at a 6th grade level, but comprehends at a 3rd grade level.

What has become very clear to me is that my daughters have become straight A students in "how to take a test". Insight into problem solving and retaining that information doesn't seem to be a priority. My youngest daughter's teacher actually apologized at the beginning of the school year for the amount of time she would have to spend teaching the kids "how to fill in a bubble" correctly.

I have attended two presentations by the Responsive Educations Solutions Team and I am very excited about the possibility that they might open a school here in Bentonville. Their approach is not to simply recite facts, make the children memorize those facts then take a test. They strive for their students to *learn, problem solve and articulate with understanding* in a structured way that is not taught in standard public schools.

With the recent proposal of a new High School voted down, I struggle to find any reason why this Charter School wouldn't be granted permission to come here. It would relieve overcrowding, doesn't require a millage increase and would create jobs. The only reason I can see for voting it down would be greed taking precedence over a genuine desire to provide a good number of education choices for our community. Not all students would benefit from a Classical setting, but some would and we would love to have that choice.

I ask that you consider adding the Classical Academy to Northwest Arkansas as yet another cultural benefit to this area.

Sincerely,

Jennifer Clark

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and the students in the area desire more educational choices.

Students who receive a "classical" education are taught with an entire curriculum that is based in the Classical Liberal Arts and Sciences with emphasis on civic education. Students experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric. A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible for our republic.

An academically challenging, public school of choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions. I support the establishment of the Northwest Arkansas Classical Academy because I want the best for my children, including a classical education. I do not believe that option is available here now.

Sincerely,
Rommy D. Henley, CEO
Arkansas Insurance Alliance, PLLC
1206 North 8th Street
Rogers, Arkansas 72756

Signature

8-20-12
Date

CITY OF CENTERTON
P.O. BOX 208
CENTERTON, AR 72719
PHONE (479)795-2750 / FAX (479)795-2545

AUGUST 17, 2012

Arkansas State Board of Education
Little Rock, Arkansas

Members of the State Board of Education:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and their students in our area need new and more educational opportunities.

Northwest Arkansas boasts some of the best public schools in the state, but they are extremely large and do not offer ad educational approach that works well for all students. For example, Bentonville High School has an enrollment of 3,100 students and is expected to continue to grow due to the expansion in our area. Centerton, has experienced a 432 percent growth from 2000 which our populations was approximately 2351 citizens to 9515 citizens according to the 2010 census and we are still growing, Centerton has been ranked as the 2nd largest area to grow in the state of Arkansas.

A Classical Liberal Arts education would offer even the younger student a rigorous academic environment steeped in a study of the masterpieces of Western Civilization, from the Ancient Greece through modern times. A solid foundation of grammar, mathematics, science and history in the younger years prepares students to study philosophy, rhetoric and literature when they are older. It is important for our students to have a well-rounded understanding and appreciation of our past in order to become our global leaders of tomorrow.

An academically challenging, public school of choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge, and also the addition of this school will hel ease the overcrowding of the Bentonville Public School system. Currently, it is only available to those who have the ability to pay for private or on-line schooling. The establishment of the Northwest Arkansas Classical Acadamy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions.

Sincerely

Bill Edwards
Mayor of Centerton

REPRESENTATIVE
Debra M. Hobbs
1901 Arnold Avenue
Rogers, Arkansas 72758-1640

479-636-3982 Residence
debra.hobbs@arkansashouse.org

DISTRICT 96

Counties:
Part Benton

COMMITTEES

Education
Chairperson, Early Childhood
Subcommittee

State Agencies and Governmental Affairs
Constitutional Issues Subcommittee

Joint Performance Review

STATE OF ARKANSAS

House of Representatives

August 7, 2012

Arkansas State Board of Education
Four Capitol Mall, Room 403-A
Little Rock, AR 72201

Dear Ladies and Gentlemen of the Board:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and interested parties have been meeting since last fall and they are in agreement that this is a desirable educational option for students in our community.

While our public schools serve a majority of the student body well, some students and parents would be better served by the unique qualities of a charter school. The emphasis on civic education, grammar, logic, and rhetoric will help prepare students to be better citizens.

Furthermore, due to the population growth in our area, some schools are crowded. A charter school would help alleviate the situation.

A classical education should be available to every student who desires the challenge. The Northwest Arkansas Classical Academy is an important part of increasing options for all scholars.

I support the opening of Responsive Education Solutions charter school. I hope you will approve their application and give students the opportunity to increase their knowledge through this means.

Sincerely,

Debra M. Hobbs

Debra M. Hobbs
State Representative
District 96

REPRESENTATIVE
Tim Summers
1805 Kimberly Place
Bentonville, Arkansas 72712-4017

479-273-0773 Residence
479-464-1064 FAX
tim.summers@arkansashouse.org

DISTRICT 99

Counties:
Part Benton

COMMITTEES:

Education
Early Childhood Subcommittee

Aging, Children and Youth,
Legislative and Military Affairs
Children and Youth Subcommittee

Joint Committee on Public
Retirement and Social Security
Programs

Co-Chairperson,
Legislative Joint Auditing

STATE OF ARKANSAS

House of Representatives

August 7, 2012

Arkansas State Board of Education
Four Capitol Mall, Room 403-A
Little Rock, AR, 72201

To Whom It May Concern:

For many years I have been supportive of the public school system in the state of Arkansas. In fact, Northwest Arkansas boasts some of the finest public schools in the state. However, many parents in our area would prefer to have more educational options for their children. For this reason, I urge you to approve the charter school application submitted by Responsive Education Solutions for the establishment of the Northwest Arkansas Classical Academy.

I will continue to support and work on behalf of the current public school system. The Northwest Arkansas Classical Academy will simply be another public school option for some students.

Sincerely,

Tim Summers
State Representative
District 99

TS/jwa

REPRESENTATIVE
Donna Hutchinson
24 Rillington Drive
Bella Vista, Arkansas 72714-3204

479-283-2165 Business
479-876-6011 Residence
donna.hutchinson@arkansashouse.org

DISTRICT 98

Counties:
Part Benton

COMMITTEES:

Education
Chairperson,
Kindergarten through Twelve,
Vocational/Technical Institutions
Subcommittee

State Agencies and Governmental Affairs
Constitutional Issues Subcommittee

Joint Budget

STATE OF ARKANSAS

House of Representatives

August 1, 2012

Arkansas State Board of Education
Four Capitol Mall, Room 403-A
Little Rock, AR, 72201

Dear Ladies and Gentlemen of the Board:

I am writing in support of the opening of a new charter school in Benton County, Arkansas. While our public schools are some of the best performing schools in the state, they are very overcrowded, and the addition of a charter school will help alleviate this situation. Additionally, there are many other reasons for supporting this charter school: they offer a flexibility in their administration that is not found in our public schools; the traditional public school model does not work for every student, and a charter school may adapt curriculum to fit the needs of students; charter schools offer a small teacher-student ratio, and an academically rigorous charter school would help support the educational demands of our community.

I strongly support the opening of a new charter school in Benton County, Arkansas, and I hope you will approve their application.

Sincerely,

Donna Hutchinson

Donna Hutchinson
State Representative
District 98

DH/jwa

STEPHEN A. WOMACK
THIRD DISTRICT, ARKANSAS

E-MAIL — womack@mail.house.gov
WEBSITE — womack.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515–0403

HOUSE APPROPRIATIONS COMMITTEE
SUBCOMMITTEE ON
ENERGY AND WATER DEVELOPMENT
VICE CHAIRMAN

SUBCOMMITTEE ON TRANSPORTATION, HOUSING
AND URBAN DEVELOPMENT, AND RELATED AGENCIES

SUBCOMMITTEE ON
FINANCIAL SERVICES AND GENERAL GOVERNMENT

August 14, 2012

Arkansas State Board of Education
4 Capitol Mall
Little Rock, AR 72201-1013

To Whom It May Concern:,

It is my pleasure to offer this letter of support for the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. I believe that the education of our nation's children is the foundation for success in a global marketplace. Some of this state's best public schools are in Northwest Arkansas, and I am a proud supporter of them. However, Arkansas' Third Congressional District is also fortunate to contain a number of alternatives, and I believe it is important that parents have the opportunity to place their children in an environment they believe is best suited for their academic training.

Northwest Arkansas Classical Academy would provide an additional option unique to the area in its educational philosophy. I respectfully ask that their application be provided all full and fair consideration.

Sincerely,

Steve Womack
Member of Congress

SW/kw

WASHINGTON DC
1508 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4301

ROGERS
3333 PINNACLE HILLS PARKWAY, #120
ROGERS, AR 72758
(479) 464-0446

FORT SMITH
423 NORTH 6TH STREET
FORT SMITH, AR 72902
(479) 424-1146

HARRISON
303 NORTH MAIN STREET, SUITE 102

August 29, 2012

Arkansas State Board of Education
Little Rock, Arkansas

Dear Chairman Cooper and the Arkansas State Board of Education:

I am writing this letter in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy.

As some of you are aware, I am a former Bentonville School Board member serving in all officer capacities for almost ten years and was a Charter member of the Bentonville Public Schools Foundation. Additionally, I was honored to serve the great State of Arkansas on the Arkansas State Board of Education and as Chairman my last year.

Like you I am sure, I have a passion for Arkansas education and its continued improvement for the benefit of our students and our state.

As a long-time resident of Bentonville and strong supporter of our students and the public schools in our community, I strongly believe adding another quality educational option for our parents and students in Benton County would be a very positive educational development for all concerned, including the Bentonville School District and the Rogers School District.

As you know, our community is a rapidly growing community and our parents and students deserve and need more options in educational delivery systems. Students who receive a "classical" education are taught with an entire curriculum that is based in the Classical Liberal Arts and Sciences with emphasis on civic education. Students experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric. A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible for our republic. These students will be successful citizens in the future.

An academically challenging public school of choice is needed in the northwest corner of our state. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars.

Respectfully, I urge you to approve this application submitted by Responsive Education Solutions as a new quality educational delivery option available to our community, parents and students.

Respectfully,

Randy Lawson
Former Chairman of the Arkansas State Board of Education and Former President of the Bentonville Public Schools Board of Education
113 South Main Street
Bentonville, AR 72712
Voice: 479-273-2670

Barry J. Moehring
2908 Red Fox Ridge
Bentonville, AR 72712

August 15, 2012

To the Arkansas State Board of Education:

I am writing today to express my support for the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy.

I have several reasons for expressing my support.

First, while I am a strong supporter of Bentonville Public Schools (with three kids enrolled in schools in the district currently) I recognize that we have an overcrowding situation – particularly at the high school level. The Bentonville Public School District will also see a record number of students enter its system this year, further compounding the overcrowding problem. As a result, I believe we need to support a variety of solutions to this problem. One of those solutions could be the establishment of charter schools in Benton County and across Northwest Arkansas.

Second, charter schools generally -- and the Northwest Arkansas Classical Academy specifically – offer parents and their children a specific education alternative to that which is offered in public schools. This does not imply that the public schools provide an inadequate or unsatisfactory education. In fact the Bentonville Public School District has repeatedly demonstrated its high levels of educational excellence and service to its students and constituents. However some parents and students would like to have a different education experience than what is offered in the traditional public school arena. Frankly, as long as the appropriate state and testing standards are met, these parents and students should be allowed to pursue an alternative education to traditional public schools.

Finally, competition in our education system produces better students and positively impacts surrounding communities. Schools improve when parents are empowered to choose which schools their children attend. Charter schools play a very important role in this process because they can tailor their education experience to fit a specific need, whether its college prep, vocational training, arts, science or other discipline or educational curriculum.

As I mentioned, I will remain a strong support of Bentonville Public Schools and fully intend all three of my children to graduate from this district at the end of their K-12 education. At the same time, I believe parents should have options and as a result of those options the Bentonville Public Schools will become even better than they already are today. That is why I offer my support for the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy.

Please allow me to thank you in advance for your consideration of this letter.

Sincerely,

Barry Moehring
Justice of the Peace – Elect
District 15, Benton County

BETHANY K. CULPEPPER
BENTONVILLE, ARKANSAS

Arkansas State Board of Education
Little Rock, Arkansas

August 16, 2012

To Whom It May Concern:

I am writing to ask you to approve the charter application submitted by Responsive Education Solutions for the establishment of the Northwest Arkansas Classical Academy.

My family has lived in Bentonville for the last five years. For various reasons, neither of my boys did well in the traditional school environment. The biggest problem is that the schools were too big. The population growth in this area has caused all of the traditional public schools to be over-populated. Looking around for another option, we realized there wasn't much to choose from. All of the private schools in this area are tied to a particular church with a very defined belief system. There are a couple of charter schools, but both have long waiting lists. Like a lot of parents in the area, we turned to homeschooling our boys. Eventually, our older boy was able to get into Haas Hall Academy and is thriving in that unique learning environment. However, the school doesn't start until 8th grade and requires a 50-minute commute.

Please consider approving this charter school application. What we have learned through this process is that not every child thrives in the same environment. *Northwest Arkansas needs more schools of all kinds.* The establishment of Northwest Arkansas Classical Academy is an important first step in providing more options to parents and their students.

Thank you for your thoughtful consideration of this application.

Bethany K. Culpepper

Cynthia Palen
3804 SW Plateau Blvd.
Bentonville, AR 72712

August 14, 2012

Arkansas State Board of Education
Little Rock, AR

To Whom It May Concern:

The parents of Bentonville and surrounding cities are excited for a charter school option for our students. I am writing in support of the application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy.

The Bentonville Public schools are a worthy option, but parents need other choices as well. I have taught in a classical school, and four of my own children attend Bentonville Public Schools. As a teacher and parent, I have heard countless parents wishing for a strong academic, college preparatory school for their children. The classical method has proven effective in assisting children to reach their personal academic potential. I believe we need to give parents this charter school option in Bentonville.

Please consider approving Responsive Education Solution's application. I have personally visited their classical school, Founder's Classical Academy, in Lewisville, TX, and found it to be a top rate school. Northwest Classical Academy would be a benefit to our community, and would help draw education minded families to our community.

Sincerely,

Cynthia Palen

Cynthia Palen

Shane Perry
2502 Linebarger Lane
Bentonville, Arkansas 72712
479.640.5244

August 26, 2012

Arkansas State Board of Education
Little Rock, Arkansas

Dear Members of the State Board of Education:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy.

I am a strong supporter of the public school system in Bentonville. My own children currently attend and are thriving in the Bentonville public schools, and my wife, Brandie, serves as Vice-President of the Bentonville Public School Foundation.

Despite our strong public schools, I know several families in the Bentonville School District who home school, or have sent their children to private schools. I believe a public, open-enrollment charter school would offer a new, attractive option for families seeking an alternative to our existing public options.

I have been a member of the Bentonville City Council since 2007, and am always looking for ways to strengthen our community. I believe the proposed charter school will make Bentonville stronger.

Please approve the application.

Sincerely,

Shane Perry

1308 NE 10th Street
Bentonville, AR 72712

Arkansas Public School Resource Center
Attn: Virginia Perry
1401 W. Capitol, Suite 315
Little Rock, AR 72201

Dear Virginia Perry

I am writing to express my support for the application for a Charter School in Bentonville. We believe that more choice is a good thing, and we are very excited by the classical curriculum being proposed.

We have 7-year-old twins who have just started second grade, but are testing at fifth grade level. The Bentonville School District is filled with good and well-intentioned people, and serves many people very well, but they aren't able to offer much to our kids, who are mostly bored. We want a different experience for them.

Also it seems important to us that BPS is faced with a serious shortage of classroom space, with many trailers parked outside even some of the newest schools. Taking 400-500 children out of the system will not harm BPS – on the contrary it will help with the overcrowding issue.

Thanks for your attention.

Dan Warfield

Arkansas State Board of Education
Little Rock, Arkansas

August 3, 2012

Members of the State Board of Education:

I am writing in entusiastic support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and students in our area need new and varied educational choices that provide greater opportunites for all. A Classical Liberal Arts education would offer students in NWA the choice of a rigorous academic environment with a solid foundation.

While Northwest Arkansas is home to some of the best public schools in the state, they are over capacity and do not offer an educational approach that works for all students. The enrollment in the Bentonville Public Schools continues to grow exponetially, leaving many students behind or left to fend for themselves in planning and securing their future in school and beyond. As a result, many families have either turned to schooling or supplementing academics at home. We desperately need more and better opportunites for our children.

There is no doubt that an academically challenging, public school of choice is needed in the Northwest Arkansas. A rigorous Classical education should be available to every student who desires a challenge. Currently, it is only available to those who have the ability to pay for private or on-line schooling. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions.

Sincerely,

Courtney Kistler
10886 Kennesaw Drive
Bentonville, AR 72712

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and the students in the area desire more educational choices.

Students who receive a "classical" education are taught with an entire curriculum that is based in the Classical Liberal Arts and Sciences with emphasis on civic education. Students experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric. A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible for our republic.

An academically challenging, public school of choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions.

I support the establishment of the Northwest Arkansas Classical Academy because:

1. Classical education is a model that has been continuously used and proven to produce superior results over centuries in many cultures. Private Classical academies continue to produce superior graduates today.
2. Our family has witnessed and experienced how a good charter school can lose its distinctiveness as fiscal reality sets in. In their initial presentation, Responsive Education Solutions has displayed a sound understanding of the business of running charter schools, and how to leverage economy of scale to support the charters that set their schools apart from the regular public schools.
3. The constituency for a charter school is the set of families that are prepared to move their children elsewhere if the school does not meet their standards. Charter schools in general tend to be somewhat more accountable to their constituents than regular public schools. Responsive Education Solutions has presented a model that takes the school's accountability to a new level.
4. Responsive Education Solutions works as a partner with local school boards rather than as an adversary, which provides opportunity for synergy and two way exchange of ideas and information.

Sincerely,

David Johnson

8/15/12

August 1, 2012

SUBJECT: Responsive Educations Solutions Request for Charter in Bentonville, AR

To Whomever This Concerns:

The Bentonville School District is stretched beyond its means. Through the course of several years of Board Members trying to build empires, the public has answered with the latest millage increase with a resounding "NO". Money has been wasted on building schools to reflect the 'high and mighty' board members preferences while money could have been spent more frugally and resolved our growth needs.

There are countless examples of this wanton disregard for the taxpayers' money. A few of these examples include:

1) The purchase price of the Central Park land. Paying $40,000 an acre when the economy turned and land values where substantially lower than the School Districts closing price.
2) Building schools with curved walls, ornate building material and missing the obvious need to allow for expansion of these facilities rather than build new facilities. (Wasteful and frivolous spending while not meeting the future needs of our students.)
3) Offering pay increases to all employees within the school district (one of the highest paid districts in the state) when most Americans were lucky to maintain their jobs let alone maintain their current salaries.
4) Paying for a doctor to give all athletes physicals.
5) Renaming schools for retired teachers and replacing the existing signs with new ones. (Future schools should have these names. Stop wasting the taxpayers' money on frivolous things.)

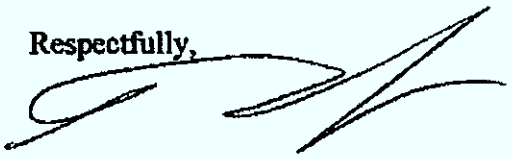
These are just a few of the ways the school board and administration have failed both the taxpayers and the students. Is it a wonder the millage failed? Now, children must pay the price of the former School Board's arrogance (see above) and be forced into less than optimal learning environments with no choice of arguably the best teaching method: the Classical Approach. Today, Responsive Education Solutions offers Bentonville and the surround communities not only a 'solution' to this mess the Bentonville School District has created, but an improvement with the educational choice.

The Classical Approach to education has proven higher test scores across the board. Responsive Education Solutions has historically excelled at maintaining high levels of standards for their schools. By bringing Northwest Arkansas Classical Academy to Bentonville, you will reverse the long trend of 'EMPIRE BUILDING' in the Bentonville School District. Your decision to allow this charter school will start a new tradition of 'Student's First' with fiscal responsibility!

My only regret is the limited capacity of this school set at 685. I believe you should set guidelines NOW to measure success. If these guidelines are met, allow the school to expand the capacity of students or authorize other Responsive Education Solutions charter schools with the Classical Approach.

Demand for entry into this school will be extremely high. Hundreds of parents throughout the district, with whom I have discussed this matter, all want their children to attend. Don't rob these parents and their children of this golden opportunity to enrich their children's education.

Respectfully,



Todd Schwartz

wanfieldsam@gmail.com.
(479) 899 4172.

1308 NE 10th Street
Bentonville
AR 72712.

8/5/12

To whom it may concern.

Please may I add my support to the 'parents seeking options' led proposal for a classical charter school in Bentonville. This is a good school district but a rigorous academic option is desperately needed. As a mother of two 2nd graders, and a product of a classical education myself, I urge you to support this excellent option.

Regards
Samantha Wanfield
Wanfield

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and the students in the area desire more educational choices.

Students who receive a "classical" education are taught with an entire curriculum that is based in the Classical Liberal Arts and Sciences with emphasis on civic education. Students experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric. A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible for our republic.

An academically challenging, public school of choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions.

I support the establishment of the Northwest Arkansas Classical Academy because:

1. Classical education is a model that has been continuously used and proven to produce superior results over centuries in many cultures. Private Classical academies continue to produce superior graduates today.
2. Our family has witnessed and experienced how a good charter school can lose its distinctiveness as fiscal reality sets in. In their initial presentation, Responsive Education Solutions has displayed a sound understanding of the business of running charter schools, and how to leverage economy of scale to support the charters that set their schools apart from the regular public schools.
3. The constituency for a charter school is the set of families that are prepared to move their children elsewhere if the school does not meet their standards. Charter schools in general tend to be somewhat more accountable to their constituents than regular public schools. Responsive Education Solutions has presented a model that takes the school's accountability to a new level.
4. Responsive Education Solutions works as a partner with local school boards rather than as an adversary, which provides opportunity for synergy and two way exchange of ideas and information.

Sincerely,

Joanne Johnson
J Johnson
8/15/12

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

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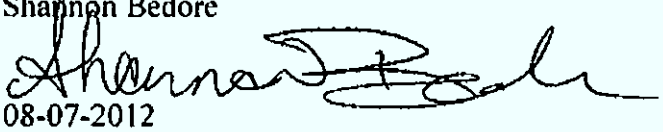
Sincerely,

Shannon Bedore



08-07-2012

1222 Apple Glen Place
Bentonville AR 72712.

Dear Sir or Madam.
As a mother of 4 children, and a teacher at Montessori, I feel a classical education option in Bentonville should be fully supported.

I encourage you to support the establishment of a classical charter school in Bentonville.

Yours faithfully
Kenney Klatt.
Kenney Klatt

Arkansas State Board of Education
Little Rock, Arkansas

To Whom It May Concern:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and the students in the area desire more educational choices.

Students who receive a "classical" education are taught with an entire curriculum that is based in the Classical Liberal Arts and Sciences with emphasis on civic education. Students experience a knowledge rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric. A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible for our republic.

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Sincerely,

Frederic Bedore

08-07-2012

REQUIRED ATTACHMENT 9 – STATEMENT OF ASSURANCE

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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 L. Reynolds Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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 L. Reynolds _____ Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

REQUIRED ATTACHMENT 9 – ASSURANCES FORMS

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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 L. Reynolds Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

2012-2013 Application Cycle

Additional Documents

Northwest Arkansas Classical Academy
Bentonville, Arkansas

REPRESENTATIVE
Les "Skip" Carnine
P. O. Box 615
Rogers, Arkansas 72757-0615

Phone:
479-636-2619 Residence
les.carnine@arkansashouse.org

DISTRICT 94

Counties:
Part Washington County
Part Benton County

COMMITTEES

Education

Insurance and Commerce

Legislative Council

House of Representatives

August 10, 2012

Arkansas State Board of Education
Little Rock, Arkansas

Members of the State Board of Education:

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Northwest Arkansas Classical Academy. Parents and their students in our area need new and more educational opportunities.

Northwest Arkansas boasts some of the best public schools in the state, but they are extremely large and do not offer an educational approach that works for all students. For example, Bentonville High School has an enrollment of 3,100 students and this number is expected to grow. As a result, many parents have either turned to schooling or supplementing academics at home.

A Classical Liberal Arts education would offer even the youngest student a rigorous academic environment steeped in a study of the masterpieces of Western Civilization, from Ancient Greece through modern times. A solid foundation of grammar, mathematics, science and history in the younger years prepares students to study philosophy, rhetoric and literature when they are older. It is important for our students to have a well-rounded understanding and appreciation of our past in order to become our global leaders of tomorrow.

An academically challenging public school of choice is needed in the northwest corner of our state. A rigorous Classical education should be available to every student who desires a challenge. Currently, it is only available to those who have the ability to pay for private or on-line schooling. The establishment of the Northwest Arkansas Classical Academy is an important step in increasing academic options for all scholars. I urge you to approve this application submitted by Responsive Education Solutions.

Sincerely,

Rep. "Skip" Carnine

2012-2013 Application Cycle

Review Council Overview

Premier High School of Little Rock
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

October 12, 2012

Mr. Chris Baumann
Responsive Education Solutions of Arkansas
1301 Waters Ridge Rd.
Lewisville, TX 75057

Re: Premier High School of Little Rock Charter School Application

Dear Mr. Baumann:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can 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. Please also note that ADE will provide the State Board with a desegregation analysis, and we anticipate that other affected traditional school districts may do so as well. The State Board is prohibited by law from approving any charter application that would hamper, delay, or in any manner negatively affect the desegregation efforts of a public school or public school district.

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 any conclusion or recommendation of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

Premier High School of Little Rock Little Rock, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan			X
Standard 14: Financial & 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
TOTAL	0	0	21

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Premier High School of Little Rock
Little Rock, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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
WITH RESPONSES

Name of Proposed School: **PREMIER HIGH SCHOOL OF LITTLE ROCK**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity.	**Pages 6-7**
Provide the roles and responsibilities for the board that is not discussed in C.	
D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process.	**Page 7**
State which board members are being discussed in the section titled Board Members.	**Page 8**
Explain if the Community Advisory Committee is the same as the school board.	**Page 9**
Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity.	**Page 10**

Concerns and Additional Questions

Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity.

Response

For the sake of clarity, in this document all references to the sponsoring entity, Responsive Education Solutions of Arkansas, will be referred to as ResponsiveEd.‖ All references to the non-profit education management organization located in Lewisville, Texas, Responsive Education Solutions, will be referred to as ‗ResponsiveEd of Texas.‖

To clarify, the governing board of the sponsoring entity, ResponsiveEd, will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same. Therefore, the roles and responsibilities as outlined in section C on page 6, and the ‗Board Member‖ section of page 8, will be that of the sole governing board.

Concerns and Additional Questions

Provide the roles and responsibilities for the board that is not discussed in C (pgs. 6- 7).

Response

The governing board of the sponsoring entity and the governing board for the school will be one and the same. Therefore, the roles and responsibilities as outlined in section C as powers and duties on page 6 - 7, will be that of the sole governing board.

Concerns and Additional Questions

D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process (pg. 7).

Response

A copy of the entity bylaws has been included for your review. A minimum of five members will serve on the board which will be comprised of Arkansas residents and local school community representatives. The current Board of Directors will solicit applications from qualified candidates who are interested in promoting the interests of the organization through service on the board before the State Board of Education in November or December of 2012. Subject to Article 3.03 of the Bylaws, new board members will be selected from a pool of qualified candidates by the remaining Directors.

Concerns and Additional Questions

State which board members are being discussed in the section titled Board Members (pg. 8).

Response

The board referenced on page 8 is the governing board of the sponsoring entity and the local school board as they are one and the same.

Concerns and Additional Questions

Explain if the Community Advisory Committee is the same as the school board (pg.9).

Response

The Community Advisory Committee, referenced on page 9, is not the same as the school board. The Community Advisory Committee is similar to a Parent Teacher Association or Parent Teacher Organization as it will provide a medium through which parents can become more involved in the education of their children. Although the Community Advisory Committee will hold no official governing authority, it will be a source of information for school based decision making initiatives.

Concerns and Additional Questions

Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity (pg. 10).

Response

To clarify, the governing board of the sponsoring entity will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:
A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain parent monitoring. **For clarification, a waiver of the 38 units of study has not been requested; therefore compliance with Standard 14.03, which requires each course to meet a minimum of 120 clock hours must be followed.** **Clarify how credit determination will be made.**	**Page 17**

Explain parent monitoring. Pg. 17

Response

Parent Monitoring, as referenced on page 17 in the Interventions section, refers to actions taken by parents to monitor the academic progress of their children by activities such as reviewing report cards, progress reports and ensuring completion of homework.

It's important for parents to keep up with how their children are doing in school. Talking with children about what they learned in school, their favorite subjects, and upcoming tests or projects are simple ways of monitoring. Monitoring sleep habits, organizational skills, vision and hearing to make sure students are prepared for school are beneficial for optimal student performance.

Concerns and Additional Questions

For clarification, a waiver of the 38 units of study has not been requested; therefore compliance with Standard 14.03, which requires each course to meet a minimum of 120 clock hours must be followed.

Response

ResponsiveEd wishes to clarify its application under this Standard to reflect that it does wish to request a waiver of Section 14.01 (Standard IX: Graduation Requirements) of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules).

While ResponsiveEd does not wish to seek (and knows that it cannot seek) a waiver of the high school graduation requirements, it does wish to seek a waiver of the provisions of Section 14.0 of the Standards Rules which would require it to offer the full thirty-eight (38) units of course offerings to each student. Given Premier High School's focus on dropout recovery students, we would ask for the flexibility to tailor our curriculum to each student's needs, and that may entail course offerings of less than the full 38 units for each student and less than 120 hours of -seat time‖ for each credit unit awarded.

It is the intent of Premier High School to assess every student who enters the school to determine how many credits they will need to earn the 22 credit units required for graduation, and then compose an individualized education plan for each student to acquire those credits. Premier High School would offer any of the remaining 16 credit units within the 38 upon request to its students, either through its own staff, distance learning or through agreements with other public schools as authorized by Ark. Code Ann. § 6-13-801 et seq.

Concerns and Additional Questions

Clarify how credit determination will be made.

Response

To clarify Premier High School credit determination method, credits for all courses offered at the Premier high schools are earned on an independent semester basis with a minimum grade of 70 as the passing score. Students must pass semester A and semester B independently with a minimum passing score of 70. (Premier does not average semesters for courses where a grade may have been less than the passing grade of 70 in an effort to earn a full credit.) All courses are listed in the district's AAR (Academic Achievement Record) or transcript with two semester grades that are passing and one credit earned is noted.

The ResponsiveEd of Texas curriculum department has developed all of our courses for the common core subject areas and electives. Each course is composed of ten units comparable to the traditional chapters in a book with the successful completion of 5 units awarding 1/2 credit (semester A) and the completion of another 5 units (semester B) with the successful completion of all 10 units awarding 1 credit.

Each unit has an individualized mode of operation where the student goes through the curriculum reading the text, completing quizzes, practice or formative tests and unit or summative tests. For mastery, student must score at least a 70. If student does not score a score of 70, the students goes through the unit again emphasizing the parts or concepts not understood. Lead teachers and pullout teachers are available to help the student before the student takes the unit test again until the outcome standard is met.

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 are 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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain "effective growth." **Explain how the achievement of Goals 6 and 7 will be documented to the State Board of Education.**	**Page 21**

Response

Premier High School defines effective growth, as referenced on page 21, as evidence of increasing growth of skills as documented by the completion of skill proficiencies in the units of study by meeting the benchmarking standards established for each unit area.

Concerns and Additional Questions

Explain how the achievement of Goals 6 and 7 will be documented to the State Board of Education.

Response

Achievement of Goals 6, as referenced on page 21, will be documented with the establishment of a summary chart of pre and post test data that indicates the percentage of students who successfully completed skill proficiencies.

Documentation of the administration of Learning Inventories and outcomes of the percentage of completed skill proficiencies from the units of study will be disaggregated across the identified learning styles to inform the state board of

the importance of this innovative strategy that supports personalized learning environments to document the achievement of Goal 7, page 21, to the State Board of Education.

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Arkansas requires that the 38 units not only be offered but taught every year with students enrolled in each course annually. Explain the charter's plan for providing the required 38 units mandated by law to be taught in grades 9-12.	

Concerns and Additional Questions

Arkansas requires that the 38 units not only be offered but taught every year with students enrolled in each course annually. Explain the charter's plan for providing the required 38 units mandated by law to be taught in grades 9-12.

Response

The scope of all required courses will be taught in a self-determined environment where students will work in collaboration with teachers to design the sequence of courses.

Page 23, Standard 8, proposed new, concluding paragraphs:
As stated in our response to Standard 6, ResponsiveEd wishes to clarify its application under this Standard to reflect that it does wish to request a waiver of Section 14.01 (Standard IX: Graduation Requirements) of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules).

While ResponsiveEd does not wish to seek (and knows that it cannot seek) a waiver of the high school graduation requirements, it does wish to seek a waiver of the provisions of Section 14.0 of the Standards Rules which would require it to offer the full thirty-eight (38) units of course offerings to each student. Given Premier High School's focus on dropout recovery students, we would ask for the flexibility to tailor our curriculum

to each student's needs, and that may entail course offerings of less than the full 38 units for each student and less than 120 hours of ‑seat time‖ for each credit unit awarded.

It is the intent of Premier High School to assess every student who enters the school to determine how many credits they will need to earn the 22 credit units required for graduation, and then compose an individualized education plan for each student to acquire those credits. Premier High School would offer any of the remaining 16 credit units within the 38 upon request to its students, either through its own staff, distance learning or through agreements with other public schools as authorized by Ark. Code Ann. § 6-13-801 *et seq.*

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information regarding districts within the geographical area.	

Concerns and Additional Questions

Provide information regarding districts within the geographical area.

Response

Premier High School of Little Rock will be located within the city limits of Little Rock, Arkansas, in Pulaski 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 Little Rock 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 Little Rock may do so. It is expected that up to 240 students will come from Little Rock School District, North Little Rock School District, or Pulaski County Special School District. According to the 2011-2012 enrollment information housed on the Department of Education Data Center's website, the Little Rock School District contained 24,049 students; the North Little Rock School District contained 8,545 students, and the Pulaski County Special School District contained 16,959 students. The school may also draw students residing within the boundaries of the following contiguous school districts: Benton School District, Bryant School District, England School District and Lonoke School District. According to the 2011-2012 enrollment information housed on the Department of Education Data Center's website, the Benton School District contained 4,618 students; the Bryant School District contained 8,291 students; the England School District contained 762 students, and the Lonoke School District contained 1,821 students. Approximately 150 students are anticipated to come from the Little Rock School District, approximately 50 from the North Little Rock School District, approximately 20 from the Pulaski County Special School District, and approximately 20 students from the other contiguous school districts.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Elaborate on the student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school.	

Concerns and Additional Questions

Elaborate on the student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school.

Response

Premier High School's recruiting and marketing strategies are targeted to ethnically diverse populations and are designed to generate a student enrollment that is reflective of the community surrounding the school. There are 3 groups of students that we target:

1. **Students who have already dropped out of high school,**
2. **Students who are currently enrolled, but at-risk of dropping out, and**
3. **Students who want a smaller school environment and more one-to-one attention.**

When Premier is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between

ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

- **Brochures**
- **Website**
- **Newspaper advertisements**
- **Press releases**
- **Radio advertisements**
- **Flyers**
- **Postcards**
- **Direct Mail**

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public "Open House" meetings. The intended—and historically realized—goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

The Regional Director is responsible for developing and managing relationships within the community. To that end, each school seeks to establish partnerships with local youth-serving organizations (i.e., Boys & Girls Clubs, YMCAs, etc.) to make them aware of Premier and how the school can benefit students that they may serve who may be interested or benefit from attending Premier.

In addition to general public awareness campaign efforts, prior to opening and each summer, the Campus Director will send out Premier informational kits to all the area school counselors.

It is also important to work with the District Court and juvenile and truancy courts to get referrals of students who are not attending school and need a new school environment.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Because the applicant 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. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program. **Provide the qualifications of the Superintendent** **Provide the job descriptions and qualifications for Chief Financial Officer and Chief Operating Officer** **What is your intention regarding class size ratios?**	**Page 25 & 36**

Concerns and Additional Questions

Because the applicant 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. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program.

Response

In order to give us the opportunity to attract the best school superintendent to work in our unique school environments, we wish to request this waiver from the licensure requirement for our superintendent position.

Section 15.01 of the Standards Rules and Ark. Code Ann. § 6-13-109 (both concerning the licensure of school superintendents); and Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

Concerns and Additional Questions

Provide the qualifications of the Superintendent (pgs. 25 & 36)

Response

Please see attached job descriptions for qualifications for the Superintendent.

Concerns and Additional Questions

Provide the job descriptions and qualifications for Chief Financial Officer and Chief Operating Officer

Response

Please see attached job descriptions for Chief Financial Officer and Chief Operating Officer qualifications.

Concerns and Additional Questions

What is your intention regarding class size ratios?

Response

Premier High School shall adhere to applicable class size ratio requirements.

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
	X	

Strengths	Reference
Applicant states that a budget will be prepared annually by July 1 and presented to the Advisory Board for approval no later than July 15. The approved budget will be submitted on or before September 1. This meets the required deadline of September 30. **The applicant states they will comply with all Arkansas procurement laws.**	**Pg. 35**
Concerns and Additional Questions	**Reference**
The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify. **Applicant budgeted at capacity year 1, is this correct?** **The applicant has included revenue that is not guaranteed under other sources.** **Applicant should clarify amounts budgeted for purchased services under administration as well as which positions are included in the 3.5 that make up the salary amount.** **Applicant should clarify what makes up $10,550 budgeted under other administrative .** **Applicant should clarify what positions are included under Special Education.**	**Pgs. 67** **Pgs. 59 & 63** **Pg. 59** **Pg. 60**

Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted. **It should be noted that if the Superintendent will be acting as Business Manager (p. 8), the Superintendent must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers unless waived.** **Explain which board will approve the budget.** **NSLA funding is understated.**	**Page 35**

Concerns and Additional Questions

It should be noted that if the Superintendent will be acting as Business Manager (p. 8), the Superintendent must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers unless waived.

Response

For clarification, the Superintendent will oversee all school operations. However, the duties of the Business Manager will be performed by one of ResponsiveEd of Texas's Certified Public Accountants (CPA). Premier High School will contract with ResponsiveEd of Texas to provide these services. A waiver is requested for the ADE Rules Governing Minimum Qualifications for General Business Managers.

While we are seeking a waiver for flexibility, the individual assigned the duties of the Business Manager will receive all the training and support in Arkansas law and procedures necessary to perform the functions. The individual assigned will complete the minimum 5 Certified Arkansas School Business Official (CASBO) courses per year and the 10 required courses and 5 elective courses within 3 years plus any other mandated or necessary training to ensure compliance with Arkansas laws and standards.

Concerns and Additional Questions

Explain which board will approve the budget (pg. 35).

Response

The board of the sponsoring entity and the board of the school are one and the same. The ResponsiveEd board will approve the budget.

Concerns and Additional Questions

NSLA funding is understated.

Response

To clarify NSLA funding, NSLA Funding should be 240 enrollment X 71% poverty X $1,033 per student = $176,023. The adjustment has been made in the attached, revised budget.

Concerns and Additional Questions

The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify. Pg. 67

Response

Salaries will be calculated based on experience and qualifications. Please see attached, proposed salary schedules example for clarification of how salaries will be calculated.

Concerns and Additional Questions

Applicant budgeted at capacity year 1, is this correct?

Response

Premier High School did intend to budget at capacity for year one. In order to determine the outside operating requirements the budget is at capacity. ResponsiveEd monitors financial results monthly and adjusts expenditures accordingly to ensure expenses are within receipts.

Concerns and Additional Questions

The applicant has included revenue that is not guaranteed under other sources.

Response

Please see attached revised budget to clarify the issue regarding included revenue that is not guaranteed. All federal funds have been removed.

Concerns and Additional Questions

Applicant should clarify amounts budgeted for purchased services under administration as well as which positions are included in the 3.5 that make up the salary amount. Pgs. 59 & 63

Response

Purchased services under administration includes an administrative fee of 15% of state revenues to cover the cost of central office services for finance, business manager functions, marketing, information technology, curriculum development, human resources, facilities, special education oversight, training, and any other administrative needs of the school. An additional $5,000 is included for legal and board related costs. Positions for the 3.5 that make up the salary amounts include 1/3 of Regional Director $30,000, Director/Principal $50,000, Secretary $30,000, 1/2 Curriculum Specialist $20,617.

Concerns and Additional Questions

Applicant should clarify what makes up $10,550 budgeted under other administrative. Pg. 59.

Response

To clarify, $10,550 budgeted under other administrative is for Travel &

subsistence $650, Staff Development $2,650, Marketing $5,000, Miscellaneous $2,250. Most notable travel would be for the purposes of business manager training.

Concerns and Additional Questions

Applicant should clarify what positions are included under Special Education. Pg. 60

Response

As referenced on page 60, 2 positions are included under Special Education. Those positions are one Special Ed teacher, $51,881 and one Special Ed aide, $22,896.

Concerns and Additional Questions

Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted.

Response

To clarify why positions were not budgeted for ALE, ResponsiveEd's individualized approach to student education is made possible by a small-school environment; our innovative, non-typical approaches to the instruction of this population, which leads these students to become lifelong learners allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment. Premier High School will seek a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments). Additionally, a position is budgeted for providing ELL services.

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
		X

Strengths	Reference
The applicant has requested a waiver that the Annual audit be conducted by Thomas & Thomas, LLP instead of The Division of Legislative Audit.	
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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a signed Facilities Utilization Agreement. **Please clarify the discrepancy between the square footage mentioned in the narrative and the agreement.**	**Page 58**
Facilities Review Report	

Concerns and Additional Questions

Provide a signed Facilities Utilization Agreement. Pg. 58

Response

Please see attached, signed Facilities Utilization Agreement.

Concerns and Additional Questions

Please clarify the discrepancy between the square footage mentioned in the narrative and the agreement.

Response

The attached Facilities Utilization Agreement matches the square footage mentioned in the narrative.

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
		X

Strengths	Reference
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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
The Applicant should clarify whether it intends to offer students an Alternative Learning Environment (ALE) as required by Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the Standards for Accreditation; and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funding. **Clarify that all state and federal special education requirements will be met.** **Explain the statement, "For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed."**	**Page 42**

Concerns and Additional Questions

The Applicant should clarify whether it intends to offer students an Alternative Learning Environment (ALE) as required by Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the Standards for Accreditation; and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funding.

Response

ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As currently stated in our application, ResponsiveEd's individualized approach to student education is made possible by a small-school environment; our innovative, non-typical approaches to the instruction of this population, which leads these students to become lifelong learners allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non- inclusive learning environment.

Concerns and Additional Questions

Clarify that all state and federal special education requirements will be met. Pg. 42

Response

All Arkansas Special Education state requirements, as referenced on page 42, will be followed.

Concerns and Additional Questions

Explain the statement, -For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed.‖

Response

The unique instructional program design of the Premier High will address the learning needs of both At-Risk and Limited English Proficient students as evidenced by narrowing of the learning gap over the duration of the school year. All federal special education requirements will be met.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify the method of procurement as to assure open and free competition. **Clarify that USDA meal patterns will be followed.** **Address the concern of Child Nutrition staff regarding the ratio of potential students to staff.** **Clarify the anticipated % of Free and Reduced Meal students.**	

Concerns and Additional Questions

Clarify the method of procurement as to assure open and free competition.

Response

Premier High School assures that in any agreement that requires bidding, either by state or federal law, Premier High School will use open and free competition. Premier High School will contract with a food service vendor to provide child nutrition services for the charter. In selecting that vendor, there will be a request for proposal process. A vendor will be selected from the eligible proposals received by the charter.

Concerns and Additional Questions

Clarify that USDA meal patterns will be followed.

Response

Premier High School will utilize a food service contracted vendor to provide nutritious meals for all charter school students. Premier will fully comply with all state and federal regulations regarding meal patterns and meal services. With regard to the contract for vendor services for food services, Premier shall comply with all applicable state and federal regulations.

Concerns and Additional Questions

Address the concern of Child Nutrition staff regarding the ratio of potential students to staff.

Response

Premier will comply with the recommended staff to pupil ratio for child nutrition programs (1 staff member to serve 100 students).

Concerns and Additional Questions

Clarify the anticipated % of Free and Reduced Meal students.

Response

The anticipated free and reduced percentage is based on the local district poverty rate of 71%.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain the function of the Community Advisory Committee.	

Response

The Community Advisory Committee's primary function is to build strong working relationships among parents, teachers and schools, in support of students. This may include recruiting and coordinating volunteering, providing special recognition in awards ceremonies or through other activities, organizing parent education events, and other activities that help foster a positive relationship between the school and the community.

The Community Action Committee will be involved in the campus level planning and decision making process that will involve the staff, parents, and community members in reviewing plans, goals, and objectives for the school. As part of this team, the Community Action Committee will have a voice in making recommendations to the board.

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 rationale for 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
		X

Legal Comments

1. **Requested waivers:**

   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 Little Rock School District school calendar. The Applicant should clarify why waiver is necessary.**

   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.**

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

      i. **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.**

      ii. **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.

iii. All teachers and school personnel must submit to the criminal background and central registry checks required by law.

iv. 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.

d. Ark. Code Ann. § 6-16-102 ("School day"), and Standards 10.01.4 and 14.03 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. § 6-18-211 and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.

2. Waivers not requested:

a. If the applicant does not both offer and teach each year the 38 units required by Section 9.03.4 of the ADE Standards for Accreditation, a waiver will be necessary.

b. The Applicant should evaluate whether the blended nature of its delivery system may require waiver of Standard 10.02 (regarding class size ratios and teaching loads). The Applicant did request waiver of Standard 14.03 (regarding seat-time hours required for a unit of credit).

Concerns and Additional Questions

Concerns and Additional Questions

1. **Requested waivers:**

   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 Little Rock School District school calendar. The Applicant should clarify why waiver is necessary.

   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.**

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

      i. **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.**

      ii. **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.**

      iii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

      iv. **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.**

d. Ark. Code Ann. § 6-16-102 (-School day‖), and Standards 10.01.4 and 14.03 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. § 6-18-211 and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.

2. Waivers not requested:

a. If the applicant does not both offer and teach each year the 38 units required by Section 9.03.4 of the ADE Standards for Accreditation, a waiver will be necessary.

b. The Applicant should evaluate whether the blended nature of its delivery system may require waiver of Standard 10.02 (regarding class size ratios and teaching loads). The Applicant did request waiver of Standard 14.03 (regarding seat-time hours required for a unit of credit).

Response

Premier High School would like to add the following clarifying points to the current application:

a. Ark. Code Ann. § 6-10-106 (School Year Dates) – ResponsiveEd wishes to maintain this waiver request so that it will have maximum flexibility in accommodating its educational program in future years, when it may not always choose to follow the Little Rock School District calendar.

b. Ark. Code Ann. § 6-15-902(a) (Grading Scale) – It is this applicant's understanding that this waiver request is routinely requested by applicants in their initial charter applications, and that it is routinely granted by the State Board of Education.

The application would especially like to point out that its proposed grading scale is more rigorous than the scale found in Ark. Code Ann. § 6-15-902. Specifically, there is no -D‖ grade in the proposed scale and the grade -F‖ will be assigned for grades below 70 (the normal -D‖ range is 60-69%). To fully effectuate this waiver, additionally, the applicant requests a waiver of the ADE Rules Governing Uniform Grading Scales.

c. Ark. Code Ann. §§ 6-15-1004 (Qualified Teachers in Every Public School Classroom), &-17-309 (Certification to Teach Grade or Subject Matter – Exception – Waiver), 6-17-401 *et seq.*, (Teacher Licensure Requirement), 6-17-902 (Definitions), and 6-17-919 (Warrants Void Without Valid Certificate and Contract):

ResponsiveEd wishes to clarify and fully effectuate its waiver request in this area and waive: (1) Section 15.03 of the ADE Rules Governing the Standards for Accreditation; (2) the ADE Rules Governing Waivers of Substitute Teachers; and (3) the ADE Rules Governing Parental Notification of an Assignment of a Non- Licensed Teacher.

d. Ark. Code Ann. § 6-16-102 (School Day Hours), and Sections 10.01.4 and 14.03 of the ADE Rules Governing the Standards for Accreditation:

In clarification of its original waiver request, and to fully effectuate this waiver, ResponsiveEd wishes to request a waiver of Ark. Code Ann. § 6-18-211 and the ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve. To clarify and support the comments made in this response concerning Standard 6 of its application, ResponsiveEd also wishes to request a waiver from the provisions of Sections 9.03.4 and 14.01 (Standard IX: Graduation Requirements) so as not to be required to offer the full thirty-eight (38) units of course offerings to each student.

While ResponsiveEd does not wish to seek (and knows that it cannot seek) a waiver of the high school graduation requirements, it does wish to seek a waiver of the provisions of Section 14.0 of the Standards Rules which would require it to offer the full thirty-eight (38) units of course offerings to each .

Given Premier High school's focus on dropout recovery students, this may entail the flexibility to tailor our curriculum to each student's needs, and course offerings of less than the full 38 units for each student and less than 120 clock hours of -seat time‖ for each credit unit awarded. It is the intent of Premier High school to assess every student who enters the school to determine how many
credits they will need to earn the 22 credit units required for graduation, and then compose an individualized education plan for each student to acquire those credits. Premier High school would offer any of the remaining 16 credit units within the 38 upon request to its students, either through its own staff, distance learning or through agreements with other public school as authorized by Ark. Code Ann. § 6-13-801 *et seq.*

e. **ResponsiveEd wishes to clarify its application in response to the ADE's evaluation comments by requesting waivers of the following portions of the Standards Rules and Arkansas statutes:**

In order to give us the opportunity to attract the best school superintendent to work in our unique school environments, we wish to request this waiver from the licensure requirement for our superintendent position.

Section 15.01 of the Standards Rules and Ark. Code Ann. § 6-13-109 (both concerning the licensure of school superintendents); and

Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

f. **As Premier will contract with ResponsiveEd of Texas to provide the services of Business Manager, ResponsiveEd wishes to clarify its application under this Standard by requesting a waiver of Ark. Code Ann. § 6-15-2302 and the ADE Rules Governing Minimum Qualifications for General Business Managers.**

g. **ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).**

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:

Attachments:

Additional and/or clarifying information is needed as follows:

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Provide a signed Statement of Assurances Form.

Concerns and Additional Questions

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Response

Please see revised, proposed salary schedule (ranges).

Concerns and Additional Questions

Provide a signed Statement of Assurances Form.

Response

Please see attached, signed Statement of Assurances form.

BY-LAWS OF

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

THEFOLLOWING 'BY-LAWSWEREADOPTEDBYTHEBOARDOFDIRECTORSOF RESPONSIVE EDUCATION SOLUTIONS OF ARKANAS AT THE BOARD OF DIRECTORS MEETING HELD ON AUGUST 30, 2011.

ARTICLE I
OFFICE(S) OF THE CORPORATION

1.0J• NAME. Thenrune of the Corporation is: Responsive Education Solutions of Arkansas.

1.02. PRINCIPAL OFFICE. The principal office shall be _____.

1.03. OTHER OFFICES. The Corporation may have offices at such other places as the Board of Directors may desi :,>nate or as the needs of the Corporation may require tl·om time to time.

1.04 OBJECTIVES AND NON-DTSCRTMINATION POLICY. The objective of the Corporation is educational, namely to operate a charter school or charter schools in the State of Arkansas. The charter school(s) operated by the Corporation will admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school(s). TJlo school(s) do not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its (their) educational policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE II
MEMBERS

2.0I. CLASS OF MEMBERS. The Corporation shall have no members. The Corporation shall be managed by its Board of Directors as provided in A1ticle iII.

ARTICLE iII
BOARD OF DIRECTORS

3.01. GENERAL POWERS; DUTIES. The affairs of tho Corporation shall be managed by its Board of Directors. The Board of Directors shall have the duty lo see that the purposes of tho Corporation, as set fo1tll in the Alticles of Incorporation and Mission Statement of the Corporation, as amended from time to time, are ti.uthcrcd and accomplished, to the best of its ability.

3.02. QUALFICATIONS, NUMBER AND ELECTION. The Board of Directors shall be comprised of individuals with an interest in promoti ng tbeCOJvoraiion's objectives. The number of

Directors shttU not be Jess than five (5) and shall otherwise be tlte number determined by the Board from time to time. Subject to Alticle 3.08 herect; Directors shall be elected at an annual meeting of the directors to be held in c:f each year to fill those vacnncies on the Beard of Directors ccc!lllioned by the expiration of terms of former Directors. Only Directors may vote.

3.03. VACANCIES. Any vacancy occurring on the Board of Directors for a reason other than expiration of term may be filled by the remaining Directors. A Director selected to 611 a vacancy shall be selected for the unexpired term of his predecessor in office. Any position to be filled by reason of an increase in the nwnber of Directors shall be filled by selection at an annual meeting or at a special meeting of the Boru·d of Directors.

3.04. PLACE OF MEETING. Meeting of the Board of Directors, regular or special, may be held either within or without the State of Arkansas.

3.05. MEETINGS. The first meeting ofthe newly elected Board of Directors shall be held wi soon as practical after the Articles of Tncorporation are filed. Ifthc first Annual Meeting of the Directors is not held at that time, Ulen tho first meeting of the newly elected Directors shall be held at such time and place !IIIshall be specified in a notice given as herein provided for special meeti ngs of the Board of Directors. The Board may schedule regular meetings as determined by the Board of Directors. Notices shall be sent electronically m by U.S. mail at least ten (10) days prior to each such regular meeting.

3.06. NOTTCE OP SPRC1A4 MEETINGS. Special meetings of the Board of Directors may be called by any member of the Board of Directors. Written, facsimile, e-mail, personal or telephone notice of special meetings oftbe Board of Directors shall be given to each Director at least one day before the meeting. Attendance of a Director at a meeting shall constilute a waiver of notice of sucll meeting. Neither the business to be b- ansacted at nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

3.07. QUORUM AND MAJORITY. A majority of the number of Directors in place shall constitute a quorum for the transaction ofbusiness. The act of the majority of the Directors present at a meeting at which a q11orum is present shall be the act of the Board of Directors unless otlterwise provided by Jaw. If a quonm1 shall not be present at any meeting of the Board of Directors, the Directors may adjourn the meeting from time to tirne, without notice except by an announcement at the meeting, LUlil a quorum shall be present. If unable to attend, a Board member may vote electronically or via telephone or video conferencing if approved by a majority of members present at a meeting at which a quonun exists.

3.08. TERM OF DIRECTORS. Directors' terms shall bc for three (3) years, with said terms staggered so that each year one-third (1/3) of tbe Director positions arc up for election. All Directors elected to the initial Board of Directors shaiJ serve until the annual meeting to be held in -.,...---.,--...,----_..,., 2012. At the annual meeting in 2012, Ule Directors, to be selected first by volunteer, then by random drawing (if necessary), shall be assigned terms of one (I), two (2) and three (3) years. At tho annual meeting to be held in , 2013, and at every annual meeting thereafter, the Board of Directors shall fill the vacancies on the Board of

Directors, whether caused by expiration, vacancy, resignation, or otherwise, with members of the Boru·d of Directors being elected to three (3) year terms.

3.09 ELECTION OF CHAIRMAN. At any meeting of the Board of Directors, a Chainnan of the Bo rd my be elected, who, upon electio n, will have the duty to chair and preside over all meetings of the Board of Directors, in addition to any other duties voted upon by the Board of Directors fi·om time to time, or as otherwise provided within the By-laws of the Corporation, as may be modified fi·om time to time, by resolution or restatement.

3.10 REMOVAL. A ny Officer or Director may be removed of his/her responsibilities !Uld/or excluded from pru·ticipation in activities of the Corporation for any of the following reasons:

a. *A* Director missing three consecutive Boru·d meetings or the majority of Board meetings held within any twelve-month period;
b. An Officer failing to carry out the duties specified tor the Office within the bylaws;
c. The commission of a felony or misdemeru1or; or
d. Any other action not othetwise specifically defined within these bylaws but which the Board determines is detrimental and/or harmful to the well being of and/or reputation of the Corporation.

The power to remove or exclude ru1y person from the Corporation and/or its activities for tmy reason set forU1 in these bylaws shall lie exclusively with tho Board. Decisions for removal or exclusion shall be made upon a majority vote of the Board members other than the person in issue.

3.11 COMPENSATION. Directors as such shall not receive any stated salaries for their services; but by resolution of the Board, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, <md may be indemnified for expenses incurred by a director in connection with any claim asseJted against a director, by action in court or otherwise, by reason of the director havill'lg been a director, except in relation to matters *as* to which ho shall llave been guilty of negligence or misconduct in respect of the matter of which indemnity is sought.

3.12 OTHER. The Board may form Committees as needed utilizing the expertise of other Board Members or officers and, if necessary and approved by a majority of the Board, outside volunteer or contracted personnel provided that at least one Board member is the Chairperson of any such committee.

ARTICLE IV WAJVER OF NOTICE

4.01. WAlVBR. Whenever any notice is required to be given to any Director of tbe Corporation as provided by law or by these By-Jaws, a waiver thereof in writing signed by the person

or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

ARTICLE V
OFFICERS

5.01. ENUMERATION. The officers shall consist of a President, a Vice-President, a Secretary, a Treasurer, and such other officers as the Board of Directors shall, in its discretion, deem necessary. Each of the officers shall be elected by the Board of Directors at its Annual Meeting, following the nomination of candidates by an Officer Nominating Committee to be selected by the Chairman of the Board. Two or more offices may be held by the same person, except the offices of President and Secretary may not be held by the same person. If the appointment of officers is not made at the Annual Meeting of the Board of Directors, appointment shall be made as soon after the regularly-scheduled Annual Meeting as is conveniently possible. New offices may be created and filled at any meeting, annual or special, of the Board of Trustees. The Board of Directors may elect or appoint a Superintendent and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

5.02. TERM. Officers shall hold offices for the times and periods and solely at the desire of the Board of Directors. Such officers shall have the authority and exercise the powers and perform the duties as prescribed from time to time by the Board of Directors and prescribed by these By-laws.

5.03. REMOVAL. The officers shall hold office until the Board of Directors advised such officers that they have been removed by the Board of Directors, which can occur at any time, with or without cause. Any vacancy occurring in any office shall be filled by the Board of Directors.

5.04. PRESIDENT- DUTIES. The President shall:

(a) Be the chief executive officer of the Corporation, have general and active management of the business of the Corporation and see that all orders and resolutions of the Board of Directors are carried into effect.

(b) Preside at all meetings of the Board of Directors, unless the Board of Directors shall have elected a Chairman of the Board.

(c) Have the authority to sign, with the Secretary of the Corporation and when so authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which he has been authorized by the Board of Directors to execute on behalf of the Corporation except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.

5.05. VICE PRESIDENT DUTIES. At the request of the President or in the event of his inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President.

5.06. TREASURER - DUTIES. If expressly required by resolution of tho Board of Directors, the Treasurer shall give a bond for the f.'lithful discharge of his duties in such sum and with such surety or sureties as Ule Board of Dil cctors may require. He shall:

(a) Have custody and be reS(>Onsible for all funds of the Corporation; receive ruld give receipts for mollies due and payable to the Corpomlion H·omtmy source whatsoever, and deposit nil such monies in the name of the Corporation in such banks, tn1st companies or other depositories asshal l beselected by the Board of Directors;

(b) In general, perform all of the duties incident to the office of treasurer and such other duties as !Tom lime to lime may be assigned to him by theChairman of the Board of Directors, or the President; and

(c) Comply with all requirements for rccordkeepingand accounting which arc set forth by the auditors of the Corporation. A copy of these requirements, as amended from time to time, will be attached to tbese By-laws.

5.07. SECRETARY- DUTIES. The Secretary shall:

(a) Attend all meetings of tho Board of Directors;

(b) Record ilie minutes ofilie Board of Directors' meetings in one or more books provided for that purpOSe;

(c) See fuat all notices are given in accordance with the provisions of these By-laws or as required by law;

(d) Be custodian of the Corpomtion records; and

(e) In general, perform all duties incidental to the office of secretnry and such other duties as fi·om time to timemnyboassigncd to him by the Cha innan or by Ule Board of Directors.

5.08. ASSISTANr SECRETARIES AND ASSISTANT TREASURERS • DUTIES. Assistant Treasurers shall, if required by the Ooard ofDirectors, give bond for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall require. The Assistrull Secretaries and Assistant Treasurers, in general, shall perform duties as shall be assigned to them by tho Secretary or the Treasurer, respectively, or by the President, the Board of Directors, or the Chairman of the Board of Directors.

ARTICLE Vl
CotH'RACTS, CHECKS, DEPOSITS, AND FUNDS

6.01. CONTRACTS. The Board of Directors may authorize any officer or ofi'icern, agent or agents of the Corporation, in addition to officers so a111horized by these By-laws to enter into any contmct or to execute and to deliver any instrument in the muneof and on behalf of the Corporation and such authority may be general or be confined to specific business.

6.02. CHECKS AND DRAFTS. All checks, drafts or orders tor the payment of money, notes or other evideJJce of indebtednessissued in the name of the Co1pomtion may besigned by such officer, employee or employer, or agent or agents of the Corporation, as specified hy the Boru'd of Directors, and except fUJther that in all events any such instrument or obligation of the Corporation i n excess of$1000.00 shall be signed by two officers of the Corpomtion.

6.03. DEPOSITS. All flmds of the Corporation shall be deposited from time to time to the credit of the Corpomtion in sucb banks, trust companies or other depositories as the Board of Directors may select

6.04. GlFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift or bequest or devise for the general putJ>ose or for any special purpose of U1e Corporation.

ARTICLE VII
MISCELLANEOUS

7.01. BOOKS AND RECORDS. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of meetings oftheBoard of Directors, annua.l and special.

7.02. FISCAL YEAR. The fiscal year of the Corporation shall be fixed by resolution of the Board of Di rectors. If no resolution is entered, tben the fiscal year of the Corporation shall be on a calendar year basis.

ARTICLEVUl
AMENDMENTS

8.01. BYBOARD OF DIRECTORS. Tbe power to alter, amend or repeal these By-laws or to adopt new By-lows is invested in the Board of Directors.

ARTICLEIX
SECTION HEADINGS; MISCELLANEOUS

9.01. The section headings are for convenience and are not a pru't of these By-laws. Any conflict between thesection headings tmd any part of these By-l aws shaU be resolved in favor ofU1e By-laws.

9.02. The useof"his"or "bet,shall have no specific meaning,and is incltded herein merely for convenience. "His" can also apply to a female, and vice-versa, in that is the intention and purpose of the Corporation to be gender neutral.

ARTICLE X
LIABILITY AND INDEMNII'ICATION

1O.Ql LIABILITY. No Director, Officer, Employee, or Agent of the Corporation shall be liable to any third party for any loss or damage strffered by any third party on account of any action taken or omitted to be taken by him as a Director, Officer, Employee, and/or Agent, if such person (a) exercised and used the same degree of care and skill as a pmdent person would have exercised and used under the circumstances 8lld in the condtlctofhis own affairs, or (b) took or omitted to take such acti0ll in reliance upon advise of counsel for the Corporation or upon statements made or confirmation fttrnished by officers or employees of the Corporation which the person(s) had reusonable grounds to believe. The toregoing shall not be exclusive of other rights and defenses to which lmy Director, Officer, Employee, or Agent of the Corporation may be entitled by law. The Corponttion intends to and pmsuant to these By-laws docs provide indemnification to the officers and directors of the Corporation to the maximum extent possible under the Arkansas Nonprofit Corporation Act of 1993 (Ark. Code Ann.§§ 4-33-100 et .)

I0.02 lNDEMNTFlCATTON. Each officer and director, whether or not then in office, shall be held harmless and indemnified by the Corpo111tion against all clainls and liabilities and all expenses reasonably incurred or imposed upon him in connection with or resulting fi· om any action, su it or proceeding, civil or criminal, or the settlement or compromise tllereof, to which be may be made party by reason of any action taken or omitted to be taken by him as a director of the Corporation, in good faith, if such person, in the opinion of a court or the Board of Directors a) exercised and used the same degree of care and skill as a pmdent person would have exercised and used under the circumstances and in the conduct of his own atlrurs, or (b) took or omitted to take such action in relia!lCe upon advise of counsel for t11e Corporation or upon statements made or confirmation fumished by officers or employees of the Corporation which he had reasonable grounds to believe.

CERTIFICATION

I, Secretary of Responsive Education Solutions of Arkansas, hereby certify that theforegoing instnunenl is a true and con·ect copy of the Bylaws of the Corporation adopted August 30, 2011.

Secretary

ATTACHMENT – JOB DESCRIPTIONS

Job Title: **Chief Operations Officer (COO)**
Wage/Hour Status: Exempt
Reports to: Superintendent/CEO
Dept. /School: Corporate Office

Position Summary:

Responsible for managing the day-to-day operations of the district according to established plans, standard operating procedures, and legal and regulatory requirements. Member of the Superintendent's/CEO Management Team with a central role in developing, implementing, and monitoring of operating plans, budgets, goals, objectives and strategic initiatives.

Preferred Qualifications:
Four year degree.
Major or minor in Business Administration or related field
A minimum of three years experience working in a business related field

Required Knowledge, skills, and abilities:

Excellent leadership skills
Excellent written and verbal communication skills
Ability to manage multiple priorities effectively
Knowledge of school facility construction programs, codes, rules and regulations, requirements, and restrictions
Ability to organize maintenance program

Duties and Responsibilities:

Oversees and evaluates administration of assigned departments for the purpose of ensuring effective delivery of services to the schools
Administers and interprets statutes, regulations and policies concerned with the responsibilities of facilities, operations and maintenance
Responsible for cost effectiveness of the district's Facilities and Maintenance Department
Assists the Superintendent/CEO in long-range facilities, operations planning, and policy development on district matters related to projected needs
Prepares accurate and timely financial reports of facilities projects
Coordinates the analysis of sites, the lease of properties, the acquisition of property and the development of designs and plans for the purpose of carrying out the district's facilities plan.
Plans, organizes, and directs district maintenance services
Develops and organizes long-range, on-going, and preventive maintenance plans

Develops and prepares applicable budgets; analyzes and reviews budgetary and financial data with Superintendent/CEO; monitors and authorizes expenditures in accordance with established guidelines
Prepares reports for the Board of Trustees

Working Conditions:

Maintains emotional control under stress
Prolonged and irregular hours
Frequent travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

Job Title:	**Chief Financial Officer (CFO)**
Wage/Hour Status:	Exempt
Reports to:	Superintendent/CEO
Dept./School:	Finance Department

Position Summary:

Responsible for the administration of the overall financial and fiscal management of the district. Member of the Superintendent's Management Team with a central role in the coordination of administrative, business planning, accounting and budgeting efforts of the District.

Preferred Qualifications:

Four-year degree, Masters in Business Administration preferred
A minimum of three years experience working in a business related field

Required Knowledge, skills, and abilities:

Excellent leadership skills
Excellent written and verbal communication skills
Ability to manage multiple priorities effectively
Possess ability to implement business systems
Knowledge in the Texas Public Education Information Management System (PEIMS)

Duties and Responsibilities:

Responsible for budget development, administration and long range financial planning for the District
Assists the Superintendent/CEO to analyze financial and educational issues and develop solutions to improve daily operations
Advises the Superintendent/CEO on all fiscal matters
Identifies all revenue sources (Federal and State) to ensure the district will receive all available revenues
Supervises and monitors the accounting, payroll, expenditure, and internal audits systems for all funds
Oversees the PEIMS reporting process
Prepares financial reports as required by State and Federal guidelines
Prepares reports for Board of Trustees
Provides leadership and support to all business support activities including the Business Office, Maintenance, Operations and Facilities

Working Conditions:

Maintains emotional control under stress
Prolonged and irregular hours
Occasional travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

Job Title:	**District Superintendent/CEO**
Wage/Hour Status:	Exempt
Reports to:	Board of Trustees
Dept. /School:	Human Resources

Position Summary:

The Superintendent/CEO shall be the chief administrative officer for Responsive Education Solutions. He is responsible for the effective operation of the District; for the general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Education with respect to such activities. He will ensure compliance of all regulations established by the State Board of Education. He will promote the District in a positive manner throughout the community.

Preferred Qualifications:

Four-year degree, Masters preferred

A minimum of five years experience working in an education field

Required Knowledge, skills, and abilities:

Excellent leadership skills
Excellent written and verbal communication skills
Ability to manage multiple priorities effectively
Possess knowledge of curriculum development and instructional techniques, and have the ability to implement program accountability
Is knowledgeable of special programs and their compliance issues
Is knowledgeable of school finance at all levels
Has experience in short and long range planning
Is sensitive and responsive to the educational needs and concerns of diverse ethnic and socioeconomic groups

Duties and Responsibilities:

Acts as the agent of the Board of Trustees
Establishes and prepares meeting agendas, presents items for consideration to the Board, responds to inquiry from the Board
Manages a staff of administrators including Chief Officers, Regional Directors, Directors, and Campus Directors
Provides goal setting to staff
Recommends hiring to Board and evaluates performance
Responds to staff and community regarding questions or problems about school operations
Recommends policy and program decisions to the Board
Attends all board meetings
Oversees the preparation of the annual budget
Ensures compliance with appropriate State and Federal Statutory Rules and Regulations
Complete special assignments as specified by the Board of Trustees

Working Conditions:

Maintains emotional control under stress
Prolonged and irregular hours
Extensive travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

ATTACHMENT – REVISED BUDGETS

Public Charter School Application

Estimated Budget Worksheet, Year One (2013-2014)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (240) x $6,267.00 State Foundation Funding		
3			$1,504,080
4	No. of Students (240) x $42.38 Professional Development		10,171
5	No. of Students (171) x $1,033 eligible rate NSLA Funding		176,023
6	Total State Charter School Aid		$1,690,274
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$1,690,274
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,695	
22	Purchased Services	230,612	
23	Supplies and Materials	5,800	
24	Equipment	6,210	
25	Other *(Describe)*	10,550	$418,484
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 11)*	418,646	
29	Fringe Benefits	111,281	
30	Purchased Services	2,000	
31	Supplies and Materials	40,900	
32	Equipment		
33	Other *(Describe)*	4,840	$577,667

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 2)*	74,777	
Fringe Benefits	19,877	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$94,654
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	1,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$1,000
Health Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,480	
Purchased Services	4,800	
Supplies and Materials		
Equipment		
Other *(Describe)*		$30,897

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,480	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,097
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials	5,000	
Equipment	5,000	
Other *(Describe)*		$15,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	6,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$6,000
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	25,200	
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,200

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	4,800	
Supplies and Materials		
Equipment	10,000	
Other *(Describe)*		$14,800
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	198,000	
Restroom renovation, lighting, walls, flooring, interior	200,000	
Utilities (contract for one total year including facility upgrades)	28,800	
Insurance (contract for one total year including facility upgrades):		
Property Insurance	4,000	
Content Insurance		$430,800
Debt Expenditures:		$0.00
Other Expenditures:		
(Security)		$2,000
TOTAL EXPENDITURES		$1,689,899

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (240) x $6,267.00 State Foundation Funding		
3			1,504,080
4	No. of Students (240) x $42.38 Professional Development		10,171
			176,023
5	No. of Students (171) x $1,033 eligible rate NSLA Funding		
6	Total State Charter School Aid		$1,690,274
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$1,690,274
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,719	
22	Purchased Services	230,612	
23	Supplies and Materials	5,800	
24	Equipment	6,210	
25	Other *(Describe)*	8,050	$416,008
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 11)*	416,646	
29	Fringe Benefits	111,281	
30	Purchased Services	2,000	
31	Supplies and Materials	40,900	
32	Equipment		
33	Other *(Describe)*	4,840	$575,667

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 2)*	74,777	
Fringe Benefits	19,876	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$94,653
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$1,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$1,000
Health Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,480	
Purchased Services	4,800	
Supplies and Materials		
Equipment		
Other *(Describe)*		$30,897

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,480	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,097
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$5,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	6,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$6,000
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	25,200	
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,200

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	4,800	
Supplies and Materials		
Equipment	10,000	
Other *(Describe)*		$14,800
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	198,000	
Please list upgrades:		
Utilities (contract for one total year including facility upgrades)	28,800	
Insurance (contract for one total year including facility upgrades):		
Property Insurance	4,000	
Content Insurance		$230,800
Debt Expenditures:		$0.00
Other Expenditures:		
(Security)		$2,000
TOTAL EXPENDITURES		$1,475,422

ATTACHMENT – REVISED SALARY SCHEDULE EXAMPLE

PREMIER HIGH SCHOOL OF LITTLE ROCK

PROPOSED TEACHER SALARY SCHEDULE EXAMPLE

	Non-Certified		Certified				
Years Of Experience	Bachelors	Masters	Bachelors	Bachelors +15	Masters	Masters +15	DOCTORATE
0	28,100	33,025	36,950	37,250	37,550	38,850	39,150
1	29,250	34,175	38,100	38,400	38,700	40,000	40,300
2	30,400	35,325	39,250	39,550	39,850	41,150	41,450
3	31,550	36,475	40,400	40,700	41,000	42,300	42,600
4	32,700	37,625	41,550	41,850	42,150	43,450	43,750
5	33,850	38,775	42,700	43,000	43,300	44,600	44,900
6	35,000	39,925	43,850	44,150	44,450	45,750	46,050
7	36,150	41,075	45,000	45,300	45,600	46,900	47,200
8	37,300	42,225	46,150	46,450	46,750	48,050	48,350
9	38,450	43,375	47,300	47,600	47,900	49,200	49,500
10	39,600	44,525	48,450	48,750	49,050	50,350	50,650
11	40,750	45,675	49,600	49,900	50,200	51,500	51,800
12	41,900	46,825	50,750	51,050	51,350	52,650	52,950
13	43,050	47,975	51,900	52,200	52,500	53,800	54,100
14	44,200	49,125	53,050	53,350	53,650	54,950	55,250
15	45,350	50,275	54,200	54,500	54,800	56,100	56,400
16	46,500	51,425	55,350	55,650	55,950	57,250	57,550
17	47,650	52,575	56,500	56,800	57,100	58,400	58,700
18	48,800	53,725	57,650	57,950	58,250	59,550	59,850
19	49,950	54,875	58,800	59,100	59,400	60,700	61,000
20	51,100	56,025	60,950	61,250	61,550	61,850	62,150

ATTACHMENT-SIGNED FACILITIES UTILIZATION AGREEMENT

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner):	Arkansas Baptist College
Lessee (Tenant):	Responsive Education Solutions of Arkansas

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

DeS<:ribe the present use of the facility:	None; is anticipated that the facility will be new construction
Premises:	1621 Dr. Martin Luther King Drive, Little Rock, AR (address) Approximately 10,000 square feet with additional combined use of certain college facilities such as cafeteria, aud orium, library, etc.
Terms of Lease:	Initial lease term wnt be for frve (5) years with subsequent renewal options
Rental Amount:	$16,500 per month
Contingency:	The terms of this agreement are contingent upon Responsive Education Solutions of Arkansas (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

Statutory Language Concerning No Indebtedness: No Indebtedness of any kind Incurred or created by the open-enrollment public charter school shall const ute an Indebtedness of the State of Arkansas or s politicalsubdivisions, and no indebtedness of the open-enrollment public charter schoolshall involve or be secured by the faith, credn, or taxing power of the state or ITS politicalsubdivisions. An open-enroUment public charter schoolshall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Responsive Education Solutions
Of Arkansas

By _____
Robert Davison

Date r/t.1/u_

Lessor:

Arkansas Baptist College

By _____
Dr. Fitzgerald Hill

Date 8/31/12

ATTACHMENT – REVISED SALARY SCHEDULE (Ranges)

As mentioned in Standard 21 - Waivers, Premier High School of Little Rock 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 Little Rock.

Position	Salary Range
Campus Director/Principal	$62,358 – 99,416 / median 80,255
Teachers	$28,200 – 62,384 / median 46,779
Teachers (Teaching Specialist)	Undetermined Stipend w/ salary
Special Education Teacher	$28,200 – 62,384 / median 46,779
Administrative Assistant/Campus Secretary	$10.60/hr. - $17.50 hr.
School Nurse (Part-time)	$15,000 - $20,742
Media Specialist (Part-time)	$15,000 - $20,742
Instructional Aide	$11.00/hr. - $18.51 hr.
Curriculum Alignment Specialist (Part-time)	$15,000 - $25,000
Regional Director – partial salary	Included in 15% of state revenues administrative overhead
Superintendent – contracted position, partial salary	Included in 15% of state revenues administrative overhead
Chief Financial Officer – contracted position, partial salary	Included in 15% of state revenues administrative overhead
Chief Operating Officer – contracted position, partial salary	Included in 15% of state revenues administrative overhead

ATTACHMENT-SIGNED STATEMENT OF ASSURANCES FORM

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 sponsori119 entity and poilcies to be adopted by the public charter school; and, if the application is a.pproved, 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 eligibll y.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, ethnlcity, 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 Ari<ansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.

5. An open-enrollment public charter schools han not use the moneys that It receives from the state for any sectarian program or activity, or as collateral for debl

   However, open-enrollment public charter schools may enter nto lease-purchase agreements for school buildings built by private entities wllh facUlties bonds exempt from federal taxes under 26 USES 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollmerot 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 cfharges in the public school districts.

7. The proposed open-enrollment public charter school shall not be religious In its operations or programmatic offerings.

6. 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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc. are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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 L. Reynolds Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

2012-2013 Application Cycle

Application

Summary

and

Application

Premier High School of Little Rock
Little Rock, Arkansas

PREMIER HIGH SCHOOL OF LITTLE ROCK

Name of the proposed charter school:	Premier High School of Little Rock
Grade level(s):	9-12
Student enrollment cap:	240
Name of the sponsoring entity:	Responsive Education Solutions of Arkansas
Address:	1621 Dr. Martin Luther King Drive Little Rock, AR 72206

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Pertaining to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17, Subchapter 4	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-211	Students in grades none through twelve—Mandatory Attendance

6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-21-117	Leased academic facilities
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42, Subchapter 1	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
14	Standard IX (requiring the 38 units of credit)
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.03	Licensure and Renewal
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waiver Requested from the following:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

Charter School: Premier High School of Little Rock

Date Submitted: August 31, 2012

Date Approved: _____

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

TABLE OF CONTENTS

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

SECTION A: GENERAL INFORMATION

Name of Proposed Charter School: Premier High School of Little Rock

Grade Level(s) for the School: 9 - 12 Student Enrollment cap: 240

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). To be eligible, an entity must hold or have applied for 501(c) (3) status at the time this charter application is filed. The entity must receive 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: Chris Baumann

Address: 1301 Waters Ridge Dr. City: Lewisville, TX ZIP: 75057

Daytime Phone Number: (972) 316-3663, ext. 440 FAX: 866-396-8657

E-mail: cbaumann@responsiveed.com

Charter Site Address: 1621 Dr. Martin Luther King Drive City: Little Rock

ZIP: 72206 Date of Proposed Opening: August 2013

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

Address: 1301 Waters Ridge Dr. City: Lewisville, TX

ZIP Code: 75057 Daytime Telephone Number: (972) 316-3663, ext.440

The proposed charter will be located in the __Little Rock_ 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Cook	Position: CEO/ Superintendent	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: VPAS	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
Name: TBD	Position: Board Member	State of Residence: AR

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

_24,049_ (Total District Enrollment)

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

Little Rock School District
North Little Rock School District
Pulaski County Special School District
Benton School District
Bryant School District
England School District
Lonoke 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 Little Rock. A key foundation for Premier High School of Little Rock will be collaboration with Dr. Fitzgerald Hill and Arkansas Baptist College. The shared concept of building hope is an integral base in the relationship between Arkansas Baptist College and ResponsiveEd's Premier High School of Little Rock. The two entities share a number of beliefs that will be beneficial to the Little Rock community, each institution, and the students we wish to serve. One goal of Premier High School of Little Rock 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 Little Rock 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 Little Rock staff 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 10,000 students enrolled in 2012. In addition, the total number of ResponsiveEd graduates now exceeds 6,100 student graduates through the 2011-12 school year.

ResponsiveEd understands that our continuing success and ability to impact even more students, families, and communities with educational choices are founded in achieving a balance between the relentless pursuit of excellence in what we do today and the passion to be innovators in learning tomorrow. Even as ResponsiveEd plans to expand, there remains a commitment to collaborative initiatives such as the current partnership with Austin ISD to implement two in-district charters and the partnership with Lone Star College to open a charter campus on their grounds.

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 Little Rock 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 Little Rock, 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 Little Rock, 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 Little Rock 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 Little Rock 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 though 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

Two public hearings were held for Premier of Little Rock. The initial public hearing was held at the Main Library Darragh Center Auditorium located at 100 Rock Street, Little Rock, Arkansas on Thursday, August 2, 2012 at 6:30 pm. It was attended by 24 persons from the local community. The meeting was opened by Khari Randolph, ResponsiveEd Arkansas Director. A PowerPoint presentation was made by Chris Bauman, ResponsiveEd General Counsel, and Joseph Riggs, ResponsiveEd Regional Director. An informative handout highlighting important facts related to Premier, as well as an agenda was given to each attendee. Mr. Baumann, Mr. Riggs, Ms. Perry, Mr. Randolph, and Mr. Freeman were able to answer many questions about the Premier program, as well as provide the vision for Premier. A subsequent meeting was held at the University of Arkansas Cooperative Extension Service located at 2301 South University Avenue in Little Rock, Arkansas, on Saturday, August 18, 2012 at 11:00 am. Although unfortunate weather and inopportune timing (the weekend before school started) resulted in no attendance at the second public meeting, preceding and subsequent meetings with parents, community and business leaders indicate the desire for a dropout prevention and recovery high school in Little Rock. **(Narrative Attachments 1.a: Meeting Agenda and Premier Booklet and 1.b: Meeting PowerPoint)**

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 Little Rock / Pulaski county area. Should Premier be approved to commence operations, a third public meeting will be held prior to the beginning of the 2013-2014 school year in order to provide information to those interested in enrolling at the campus. **(Required Attachment 8: Evidence of Parental and Community Support)**

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 each hearing in the *Arkansas Democrat Gazette*, a newspaper having general circulation in the school district in which Premier High School of Little Rock 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 each hearing. **(Narrative Attachment 2.a: Newspaper Advertisement)**

Within seven calendar days following the first publication of the notice of the August 18 public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Premier High School of Little Rock 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 Little Rock will be located. These districts include: Little Rock School District, North Little Rock School District, and Pulaski County Special School District. **(Narrative Attachment 2.b: Letter and Certified Mail Receipts to Superintendents, Public Meetings) (Narrative Attachment 2c: Letter and Certified Mail Receipts to Superintendents, Application)**

STANDARD 3: GOVERNING STRUCTURE

A. Documentation of Proper Legal Structure of Governing Board and Sponsoring Entity

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. (**See Required Attachment 7: Evidence of Status as Eligible Entity**) 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 Little Rock. The Board will appoint its members according to the terms of the corporate by-laws.

B. Planned Relationship between the Governing Board of the School and Governing Board of the Sponsoring Entity

The governing board of the school and the governing board of the sponsoring entity will function as two individual entities. One board will not have authority over the other. Initially, the boards will be comprised of the same members. Once the transition to Arkansas board members has been made, the two entities will remain two separate entities.

C. Governing Board's Roles and Responsibilities

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 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 will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

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

1. the Board as a corporate body has the power and duty to govern and oversee the management of Premier;
2. the Board shall determine the organization and support the mission of Premier;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for Premier's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Premier, while maintaining fiscal responsibility;
6. the Board shall establish Premier's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that Premier's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. 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;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for Premier and shall regularly review financial statements;
12. the Board shall ensure that Premier maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

D. Policies and Procedures for Board Operation

The Board will function according to existing ResponsiveEd by-laws.

E. Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School

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 student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

F. Delineation of Roles and Responsibilities in Relation to Governance and School Management

The governing structure of the school is illustrated as follows: Board of Directors → Superintendent → Regional Director → 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, and the respective relationships of the Board, the Superintendent, Administrative Services, Regional Director, 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. Board members will speak as a body in all decision making. The Board will have final decision making authority to hire and fire the superintendent. The Superintendent will have final decision making authority to hire and fire the Regional Director and Headmaster. 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, who is hired at will at the sole discretion of the Board, will oversee the primary financial and administrative management responsibility for Premier, 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 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 and ResponsiveEd of Arkansas, including all revenues and expenditures.

REGIONAL DIRECTOR

The Regional Director, who is hired at will at the sole discretion of 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 Regional Director will promote a shared vision of what the

school should be to all stakeholders. In addition, the Regional Director 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 Regional Director will regularly monitor implementation of the academic programs and systems with frequent on site visits and on site meetings with staff. The Regional Director will have the added responsibility of hiring and/or firing the Principal.

PRINCIPAL

The Principal, who is hired at will at the discretion of the Superintendent or Regional Director, 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 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, Regional Director and/or the Principal depending on the specific nature of the services to be provided.

TEACHERS

Teachers, who are hired at will at the sole discretion of the Campus Director, are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment 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 believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent, Regional Director 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;
B. reviewing Premier's policies to ensure consistency with the school's mission;
C. making recommendations on policy issues to the Board;
D. assisting in developing long-range strategic plans for Premier; and
E. reviewing and make recommendations for performance standards to measure Premier'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. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Premier, 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 students. The CAC will seek to have two student volunteers, two

volunteer parents/guardians of Premier 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.

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 2012, 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 Little Rock, 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 Little Rock, 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. Vacant Arkansas Member

STANDARD 4: MISSION STATEMENT

The mission of Premier High School of Little Rock is to provide hope for students though an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners. Premier High School of Little Rock 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 Little Rock understands that in order to

succeed in this mission, a combined effort of community leaders, parents, students, and staff must be cultivated.

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 Little Rock 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. 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 Little Rock is apparent. According to NORMES data, the Little Rock Arkansas School District dropout rate of 6.1% is substantially higher than that of the Arkansas state average of 2.6%. Similarly, the graduation rate of students in Little Rock, at 65.7%, is considerably lower than the NORMES 2010 - 2011 Arkansas graduation rate of 80.7%.

NORMES further indicates the need for educational options in Little Rock. As of 2011, many campuses within the Little Rock Arkansas School District are failing to live up to Adequate Yearly Progress (AYP) standards, and this is a problem that is most evident in middle school and moves up to high school. As a district, all middle school campuses are in some stage of School Improvement. According to NORMES data, Cloverdale and Henderson Middle Schools literacy rates in grades 6, 7, and 8 show results of greater than 50% of their students scoring Basic or Below Basic. According to NORMES data, math and literacy performance continues to be a problem at the high school level. At McClellan High School student performance at the Basic and Below Basic levels for literacy was at 69.2%, and the dropout rate was 8.2%, with a graduation rate of 63.7%. Hall High School had a dropout rate of 12%. Also, the high school campuses, specifically Hall, J.A. Fair, and McClellan, are not meeting the state AYP standards in either mathematics or literacy.

The 2011 District Report Card for the Little Rock School District introduces data of academic need related to testing. Among students at Little Rock School District, only 54.4% of African-American students and 60.2% of Hispanic students were considered Proficient or higher in End of Course Algebra I assessments, compared to 88% of Caucasians. Similarly, African-American and Hispanic students are struggling in literacy. The 2011 District Report Card for the Little Rock School District revealed only 41.7% of African American and 46.6% of Hispanic students scored at Proficient or above in grade 11 Literacy compared to 87.6% of Caucasians. The report further showed disparity in graduation rates. Graduation rates for African American (63.1%) and of Hispanic (52.5%) students was considerably lower than the graduation rate of 87.6% for Caucasian students. Students struggling in these areas will find remediation at Premier High School of Little Rock. 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.

The Arkansas Department of Education 2010 – 2011 Home School Report indicates the desire of parents to have quality educational options in the Little Rock area. Pulaski County has the highest population of home schooled students in the state of Arkansas with 1,949 students. 611 of those students can be attributed to Little Rock specifically. 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-American students 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 Little Rock, it is crucial to stress the importance of choosing to attend Premier High School of Little Rock 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 Little Rock will be the option dropout students in Little Rock 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 Little Rock proven academic methods matched with a staff that genuinely wants them to achieve their greatest potential.

[1]Whitaker, 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

[3]Rouse, 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

[6]Greene, 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

[9]Greene, 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

Premier High School has a distinct methodology designed to re-engage the disengaged, recover the dropout, and prevent the diminished learning conditions of thousands of students. Created through 12 years of research and practice, the system has the capacity to stem the growing numbers of dropout populations and engage these learners in effective development of self-directed responsibility while increasing their potential for success in subject content. While Responsive Education Solutions has a defined and congruent system of diagnosis integrated across the diverse models of schools, Premier employs a proven student-centered delivery of content that motivates the individual in cognitive and competency skills thereby providing sustainable learning environments characterized by personalization. Each student matters and opportunity exists because the system is designed to focus educators on the personal progress of every learner. Decision-making, goal-setting, consistent monitoring; these are all components of 21st century learning. Its ability to place these components in the hands of students who formerly struggled in conventional systems positions the curricular scope of learning strategically within the motivation-engagement needs of students in alternative education settings.

INNOVATIVE AND PERSONALIZED

The 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 Little Rock, from the first day students walk through the door, is

differentiation (i.e., individualization). The unique quality of Premier High School of Little Rock will be its distinct focus on the learning process rather than the teaching process. Premier High School of Little Rock 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

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 Little Rock 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 Little Rock diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

Access to a blend of delivery choices when addressing the individual learning for each student is important. Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Premier High School of Little Rock 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 on a project-based environment).

	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 Little Rock 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 per day.
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 Little Rock 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.

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. Summative assessments, such as state-mandated end-of-course exams, give a summary profile of learned content. 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. Benchmarking, as well as any assessments, will be timely and planned.

Gathering data will be a system that is built into the school calendar. Once the data has been gathered, Premier High School of Little Rock 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. 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.

INTERVENTIONS

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. 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

Premier High School of Little Rock 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. 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. Premier High School of Little Rock 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.

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 Little Rock 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 Little Rock 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 Little Rock 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

Rather than conform to a minimum conventional standard of merely transferring content knowledge, Premier High School of Little Rock teachers will be continually learning. Premier High School of Little Rock 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 Little Rock will focus on the learning process rather than the teaching process.

CLIMATE

Premier High School of Little Rock 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

Premier High School of Little Rock 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 Little Rock will follow the school calendar of Little Rock 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. **(Required Attachment 3: School Calendar and Schedule)**

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 Little Rock, pass the corresponding assessments prior to graduation.
Assessment Tools and Measures	Mandated state assessments
Rationale for Goal and Measures	Because the primary focus of Premier High School of Little Rock 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 learning. Upon completion of high school grades at Premier High School, a student will have a solid foundation of preparation for post-secondary education or a career as evidenced by attaining proficiency on state testing.
Performance Indicators	This goal will be measured by tracking students after their time at Premier High School 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 Premier program must inform students of college opportunities. 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.

GOAL 4: CAREER CONNECTIONS

Performance Goal	100% of the first senior class and each subsequent senior class 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 in the later years.
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, based on and aligned with state tests, will be used to benchmark growth and progress in math, literacy and science. This series includes research based diagnostic tools and internally generated through the curriculum department, 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 *ACCREDITATION* STATUS WITH THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (ADVANCED) 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 AdvanceEd in Arkansas.
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 AdvanceEd in Arkansas will measure the success of the goal. The campus will be listed in the accreditation directories as an accredited school.
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

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. The ResponsiveEd Curriculum Department began the process of aligning the curriculum to the Common Core state standards in the spring of 2012. Forming the foundation of this curriculum is ResponsiveEd's own paper-based KnowledgeUnits which will also be offered in electronic form via computer, 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. Furthermore, OdysseyWare is aligned with Common Core State Standards. 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 Little Rock be granted a charter, a part-time Curriculum Alignment Specialist will be employed to work with campus staff to ensure the accuracy of the curriculum with the Common

Core state standards. The curriculum will offer the required 36 units of study. 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 Little Rock will be located within the city limits of Little Rock, Arkansas, in Pulaski 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 Little Rock 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 Little Rock may do so. It is expected that up to 240 students will come from Little Rock School District, North Little Rock School District, or Pulaski County Special School District. The school may also draw students residing within the boundaries of the following contiguous school districts: Benton School District, Bryant School District, England School District and Lonoke School District. Approximately 150 students are anticipated to come from the Little Rock School District, approximately 50 from the North Little Rock School District, approximately 20 from the Pulaski County Special School District, and approximately 20 students from the other contiguous school districts.

STANDARD 10: ANNUAL PROGRESS REPORTS

Premier High School of Little Rock 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 Little Rock 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 *Arkansas Democrat 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 Little Rock. Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock. 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 Little Rock 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 Little Rock 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 Little Rock 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. 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 Standard 3 – Governing Structure, for further information regarding the role of Board Members.

SUPERINTENDENT

The Superintendent will have oversight of Premier 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.

REGIONAL DIRECTOR

The Regional Director will ensure the school educational objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement, instructional excellence, and community support in all subject areas. The Regional Director assists the Superintendent in all matters as defined by the Superintendent.

EDUCATION/CERTIFICATION

A. Master's Degree from an accredited educational institution.
B. Certification in Educational Leadership, School Principal, or Professional School

EXPERIENCE

A. Must have 5+ years of experience in supervising a staff of 10 or more.
B. Must have 5+ years of experience in managing budgets.
C. Must have 5+ years of vendor management.
D. Must have 5+ years of experience in leadership of curriculum and instruction.

SKILLS, KNOWLEDGE, AND ABILITIES

A. Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.
B. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.
C. Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans.

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. Bachelor's degree from a four-year accredited College or University, Master's degree preferred.
B. 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

E. Must have 5+ years of experience in supervising a staff of 5 or more.
F. Must have 5+ years of experience in managing budgets.
G. 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.

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.

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.

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.

CURRICULUM ALIGNMENT SPECIALIST

Premier High School of Little Rock will budget the necessary monies to hire a part time individual as Curriculum Alignment Specialist. This person 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 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.

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 Little Rock.

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 is desirable.

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. Keeps the collection and/or resources current within the constraints of the annual budget by purchasing quality print and computer-based materials.
D. Establishes an attractive and easily accessible LMC that is conducive for learning.
E. Advance knowledge of current LMC books and authors in the collection and/or resources, assists students with selecting materials.
F. Active awareness of the curriculum and supports it through collection and/or resources development.
G. Develops a research and library skills program relating to the needs of the students.
H. Instills the ability to be for students to become self-learners by promoting the spirit of inquiry and teaching effective fact-finding skills.
I. Plans with teachers, when appropriate, for meaningful and effective grade appropriate reference work and/or literature appreciation activities for their students.
J. Actively plans with teachers and groups of teachers to integrate LMP and multimedia materials with the instructional program.

Position	Number
Regional Director	.33
Campus Director/Principal	1
Teachers	8
Instructional Aides	4
Special Education Teacher	1
Administrative Assistant	1
Nurse (Part-Time)	.5
Media Specialist (Part-Time)	.5
Curriculum Alignment Specialist	.5

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 Regional Director, Campus Director, Administrative Assistant, and part-time, temporary Curriculum Alignment Specialist will be hired by the Superintendent for the school as administrative staff. The instructional staff will consist of eight teachers, a special education teacher, and four 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 Little Rock 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 Little Rock 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 Little Rock 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 Required Attachment 5 for a completed two-year budget estimate for Premier.
Please refer to Required Attachment 6 for proposed salary ranges for Premier 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 Little Rock'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
This accountant and his firm meet the requirements of Act 993 of 2011, and is not listed on any eligibility list maintained by the Department of Education or the Division of Legislative Audit.

Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock will be housed in the downtown region of Little Rock in a facility on the campus of Arkansas Baptist College. The address is: 1621 Dr. Martin Luther King, Jr. Drive. The property is owned by Arkansas Baptist College. It is anticipated that the facility will be a new construction. If the facility is a new construction, the construction of the school will be subject to federal, state, and local building codes and guidelines. The anticipated square footage of the facility will be approximately 10,000 square feet (excluding gymnasium and dining facilities, which will be separately provided by the College). The property owner is in agreement over the usage of the facility. All code requirements at the federal, state, and local levels will be met as required to operate the charter school in the city of Little Rock. 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 (approximately $16,500) are reasonable and comparable with similar facilities in the Little Rock market. Currently there are no known establishments within 1,000 ft. of the facility that participate in the sale of alcohol. **(Required Attachment 4: Facilities Utilization Form)**

Premier High School of Little Rock will not commence operations with students in the facility until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The facility will meet all accessibility requirements contained in the Americans with Disability Act and The Individuals with Disabilities Education Act. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

Arkansas Baptist College has no known relationships with members of the local board and/or employees of the public school located in Little Rock. 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, if and as needed, to satisfy all federal, state, and local code requirements as well as Premier High School of Little Rock's educational program requirements. 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. 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. the policies and procedures in place for continued operations, maintenance and repairs for all facilities.

Premier High School of Little Rock has plans to designate the opening of school to coincide with the Little Rock 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 Little Rock intends to contract for turn-key administrative services:

1. Charles Cook – Chief Executive Officer/Superintendent of Premier High School of Little Rock
2. Dr. Alan Wimberley - Chief Learning Officer of ResponsiveEd of Texas
3. Rosalinda Gonzalez – Vice President of Academic Services 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 Little Rock 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 Little Rock 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 Little Rock will seek an outside consultant on a contractual basis to handle counseling duties.

B. HEALTH SERVICES

Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock.

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 Little Rock shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Premier High School of Little Rock 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 Little Rock, 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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.

ALTERNATIVE EDUCATION

Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Little Rock 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 Little Rock will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-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 Little Rock 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 Little Rock 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 Little Rock. A local food vendor may also be considered if the option is more cost-effective for Premier High School of Little Rock. 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 Little Rock 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 Little Rock 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 Little Rock may be limited. However, the administration at Premier High School of Little Rock 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 Little Rock. 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 Little Rock to its greatest level of potential.

STANDARD 21: REQUEST 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 Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock will follow the school calendar for Little Rock School District.
B. **Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** Premier High School of Little Rock 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 Little Rock seeks exemption from this portion of the Education Code to the extent that its 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 and Sections 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts: School Day:** Premier High School of Little Rock 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 Little Rock request 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock will seek alternative methods for prominently displaying the Arkansas flag.

K. **Subtitle 2, Chapter 17, Subchapter 1, Sections 6-17-114: Daily Planning Period, and 6-17-111 "Duty-free_lunch":** Premier High School of Little Rock seeks exemption from these portions of the Education Code. The individualized curriculum utilized by Premier High School of Little Rock dramatically reduces the time needed by a teacher for instructional planning, and the waiver from the duty-free lunch statute will give Premier High School of Little Rock added Flexibility in the utilization of its teacher staff.

L. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** Premier High School of Little Rock 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 non-instructional 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 non-instructional 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 Little Rock seeks exemption from this portion of the Education Code. Premier High School of Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock will employ all employees on an "at-will" basis. This means that employment with Premier High School of Little Rock 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 Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Instead, the Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Premier High School of Little Rock 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 Little Rock 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 Little Rock will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Premier High School of Little

Rock 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 Little Rock 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 Little Rock 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 Little Rock will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Premier High School of Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Premier High School of Little Rock is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for Premier High School of Little Rock 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 Little Rock 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 Little Rock 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 Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock 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, Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** Premier High School of Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock 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 "AA" immediately below.

AA. **Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** Premier High School of Little Rock seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for Premier High School of Little Rock 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 Little Rock seeks exemption from this portion of the Education Code. Instead, Premier High School of Little Rock will provide compensation that is competitive with local public school districts. Premier High School of Little Rock 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.; Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student Services Act:** Premier High School of Little Rock 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 Little Rock 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 Little Rock seeks exemption from this portion of the Education Code to the extent that it requires Premier High School of Little Rock to implement a transportation program.

EE. **Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** Premier High School of Little Rock seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Premier High School of Little Rock 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; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) ("Monitoring of expenditures"); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented Children:** Premier High School of Little Rock 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 Little Rock. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Little Rock 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 Little Rock will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-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 proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock and Pulaski County Special School Districts. Premier High School may also receive some students from the neighboring Benton, Bryant, England and Lonoke School Districts.

In carefully reviewing the potential impact that Premier High School would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts, the Little Rock School District and the North Little Rock School District, have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has not been found by the federal District Court to be unitary as to student assignments, but its evidence has demonstrated that it has assigned students according to its desegregation plan for many years. The Benton, Bryant and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School district is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Premier High School in Little Rock, the applicant is convinced that such action shall not hinder the District in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Premier High School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

Additionally, Premier High School has a focus of assisting students who are not currently enrolled in any public school district through its mastery-based, dropout recovery program. Therefore, it is anticipated that relatively few students currently attending any of the three (3) Pulaski County school districts will enroll in Premier High School. The anticipated effect of the granting of a charter to Premier High School on the Pulaski County school districts is expected to be slight.

In conclusion, Premier High School would show that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement

Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

ATTACHMENT 1.A – Meeting Agenda and Booklet

1.a – Meeting Agenda and Booklet

PREMIER HIGH SCHOOL *of* LITTLE ROCK PUBLIC MEETING

Thursday, August 2, 2012
6:30 pm
Central Arkansas Library System / Main Library
Darragh Center Auditorium
100 Rock Street
Little Rock, AR 72201

Agenda

I. Opening Remarks
II. Responsive Education Solutions, "ResponsiveEd"
III. Premier High School
IV. Advocacy & The Process
V. Questions & Comments
VI. Closing Remarks
VII. Adjournment

PREMIER HIGH SCHOOL *of* LITTLE ROCK PUBLIC MEETING

Saturday, August 18, 2012
11:00 am
University of Arkansas Cooperative Extension
Auditorium
2301 South University
Little Rock, AR

Agenda

I. Opening Remarks
II. Responsive Education Solutions, "ResponsiveEd"
III. Premier High School
IV. Advocacy & The Process
V. Questions & Comments
VI. Closing Remarks
VII. Adjournment

1.e

ATTACHMENT 1.B – Powerpoint

Premier High School of Little Rock Public Meeting

Premier High Schools

Going Beyond the Opportunity to Succeed

WELCOME & INTRODUCTIONS

Responsive Education Solutions

ResponsiveEd is the largest charter school district in Texas.

•Founded in 1998

•We have locations across the Texas, with 50+ campuses and 10,000+ students

A High School Diploma is Critical

- Each year, almost **ONE THIRD** of all public high school students – 1.2 million – fail to graduate with their class. That's one student every 29 seconds
- **ABOUT HALF** of African Americans, Hispanics and Native Americans in public schools fail to graduate.
- **There are nearly 2,000 HIGH SCHOOLS** with low graduation rates, concentrated in about 50 large cities and in 15 primarily southern and southwestern states.

Dramatic Consequences

- Dropouts more likely than High School Graduates to be:
  - Unemployed
  - Living in Poverty
  - Receiving Welfare
  - In Prison
  - On Death Row
  - Unhealthy
  - Parents Children Who Dropout
  - Be Absent from the Civic Lives of Their Communities
- High school dropouts on average earn about **$1 MILLION LESS** over their lifetimes than those who graduate from college
- Dropouts are **FOUR TIMES LESS LIKELY TO VOLUNTEER**, and **TWICE LESS LIKELY TO VOTE** than college graduates, and represent **ONLY 3 PERCENT OF ACTIVELY ENGAGED CITIZENS** in America today

Dropouts weigh in: Improving Students' Chances

Why do students drop out of school?

- 75% say they wish they had smaller classes with more individualized instruction
- 43% say they missed too many days of school and it's too late to catch up

What is Premier High School at Little Rock?

- Premier High School (PHS) at Little Rock is a free school of choice
- Our program offers students who are struggling to graduate or have already dropped out of high school an alternate "pathway to graduation"
- Students earn their high school diploma in a **small, individualized** environment

What is a charter school?

Charter schools are public schools!

Charter schools are

- Tuition-free and open to every student who wishes to enroll

•publicly funded by local, state and federal tax dollars based on enrollment, like other public schools

•accountable to same state and federal academic standards

Premier High Schools By the numbers

- 26 campuses across the State of Texas
- Over 6,000 students have earned diplomas from PHS since 1999
- Over 1,200 students graduated from PHS in 2012
- All PHS campuses earned the states Highest AEA Academic Ratings for the last 5 years

The Academic Program

- After initial assessment, student and Campus Director work together to determine students' individualized graduation plan
- Students conduct their work on their individualized graduation plan in a small, self-directed classroom
- Students work at their own pace in a supportive environment
- Students participate in teacher-led "pull out" tutoring sessions that focus on certain difficult subjects as well as state assessments

The Academic Program: A Day in the Life of a Student

1. Students set daily goals to determine what course work is their priority.
2. Students work independently on their coursework and receive teacher assistance for any help needed on a subject
3. Students attend teacher-led "pull-out" classes to help them prepare for state assessments
4. Students conduct daily reviews of the progress they have made in their courses. This will determine homework necessary for that day.

How Can This Program Work for You?

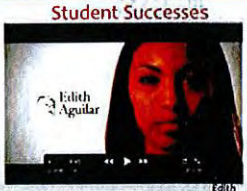
- Credit recovery (Earn back missing or withheld credits)
- Small classroom settings with individualized attention
- Individualized academic plans
- Flexible school hours: morning or afternoon classes
- Concentrated state test preparation classes
- College or career preparation opportunities

The Pathway to Graduation

- Data Driven
  - Student test results dictate individualized graduation plan
- Dedicated to student character and academic growth
  - Student's are required to pass a minimum of two tests per week, to ensure they will meet their individualized graduation goal
  - Student's participate in character education along with their academic work
- Determined to help students succeed
  - Classroom teachers work one-on-one with students to help them achieve their goals
- Driven to making a difference

Success for our students

Student Successes



Question & Comments

How You Can Help

- Letters of Support
- Petition Signatures
- Volunteer

Thank You!

ATTACHMENT 2.A – PUBLIC HEARING ANNOUNCEMENT
ARKANSAS DEMOCRAT-GAZETTE

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Arkansas Democrat-Gazette in Little Rock, AR.

Premier High School of Little Rock

Tuesday, July 12, 2012	$709.21
Tuesday, July 19, 2012	$709.21
Tuesday, July 26, 2012	$709.21
Total	$2127.63

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

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

PREMIER HIGH SCHOOL
of LITTLE ROCK

**YOUR EDUCATION.
YOUR TERMS.**

LEARN MOREABOUT THIS NEW EDUCATION OPPORTUNITY:

Central Arkansas Library System
Main Library
Darragh Center Auditorium
100 Rock Street
Little Rock, AR 72201
Thursday, August 2, 2012
at 6:30 p.m.

Premier High School offers more than a one-size-fits-all education. It offers a self-directed academic program that matches your unique abilities and allows you to work toward graduation while minimizing your weaknesses and maximizing your strengths.

**TUITION-FREE
FOR GRADES 9-12**

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 Little Rock. A public hearing and information session will be held to allow those in the community to learn more about the proposed school.

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Arkansas Democrat-Gazette in Little Rock, AR.

Saturday, July 28, 2012	$274.53
Saturday, August 4, 2012	$274.53
Saturday, August 11, 2012	$274.53
Total	$823.55

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

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

rth.

and Lynette Endres of
art; brother, Scott Endres
ttgart; niece, Ashley En-
f Stuttgart; and nephew,
r Endres of Stuttgart.
eral services, officiated
Rev. Clefton Vaughan,
.m., Monday at Grand Av-
United Methodist Church
burial following at Lone
Cemetery. Visitation is 2-4
Sunday at Turpin Funeral

family requests memori-
made to Grand Avenue
Methodist Church. Please
www.turpinco.com to sign
line guestbook.

ut-of-state

THVILLE, Okla. – George
Toon, age 95, of Smith-
Oklahoma, passed away
esday, July 25, 2012 in

Glenn Maxwell said, "We've been working hard and long on the investigation. We want the family, as well as the citizens of Magnolia, to know the subject has been arrested for the murder of Glenda Stroman."

Maxwell said physical evidence at the scene and DNA results from the Crime Laboratory investigation led to Harrison's arrest. He declined to elaborate on a motive.

Dew said Stroman was acquainted with the suspect through business but declined to release further details.

In May, Maxwell said the case involved a break-in and was being looked at as a burglary. He could not say at that time if anything was taken from the home.

Public Meeting Announcement:

Premier High School of Little Rock
Saturday, August 18, 2012
Time: 11:00 am-12:00 pm
University of Arkansas Cooperative Extension Service
2301 South University Ave.
Little Rock, AR 72204

ATTACHMENT 2.b– LETTER & CERTIFIED MAIL RECIEPTS TO SUPERINTENDENTS (PUBLIC MEETING)

RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 2, 2012

CERTIFIED MAIL

Dr. Morris Holmes
810 West Markham Street
Little Rock, AR 72201

Dear Dr. Holmes:

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 Little Rock area. This campus will be known as Premier High School of Little Rock. A public meeting will be held on August 18, 2012 at 11:00am at the University of Arkansas Cooperative Extension located at 2301 South University Avenue, Little Rock, AR 72204.

Should you have any questions, please feel free to contact me. My contact information is:
Address: 7637 Vestal
North Little Rock, AR 72113
Phone: 940.536.8749
Email: vperry@responsiveed.com

Sincerely,

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

Cc: Dr. Jerry Guess, Superintendent – Pulaski County Special School District
Mr. Kenneth Kirspel, Superintendent – North Little Rock School District
Mr. Chris Baumann, General Counsel – Responsive Education Solutions

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

RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 8, 2012

CERTIFIED MAIL

Benton School District
Mr. Jeff Collum
500 River Street
Benton, AR 72015

Dear Mr. Collum:

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 Little Rock area. This campus will be known as Premier High School of Little Rock. A public meeting will be held on August 18, 2012 at 11:00am at the University of Arkansas Cooperative Extension located at 2301 South University Avenue, Little Rock, AR 72204.

Should you have any questions, please feel free to contact me. My contact information is:
Address: 7637 Vestal
North Little Rock, AR 72113
Phone: 940.536.8749
Email: vperry@responsiveed.com

Sincerely,

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

Cc: Ms. Paula Henderson, Superintendent – England School District
Mr. Randy Rutherford, Superintendent – Bryant School District
Dr. John D. Tackett, Superintendent – Lonoke School District
Mr. Chris Baumann, General Counsel – Responsive Education Solutions

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

ATTACHMENT 2.C– LETTER & CERTIFIED MAIL RECIEPTS TO SUPERINTENDENTS (Application)


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
North Little Rock
Kenneth Kirspel
2700 Poplar St.
North Little Rock, AR 72114


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
Benton School District
Mr. Jeff Collum
500 River St.
Benton, AR 72015


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
Pulaski County
Dr. Jerry Guess
925 E. Dixon Road
Little Rock, AR 72206


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
England School District
Ms. Paula Henderson
501 Pine Bluff Hwy
England, AR 72046


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
Lonoke School District
Dr. John D. Tackett
401 W. Holly St.
Lonoke, AR 72086


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
Little Rock
Dr. Morris Holmes
810 W. Markham St.
Little Rock, AR 72201


U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) OFFICIAL USE
Bryant School District
Mr. Renoy Rucherford
200 Northwest 4th St.
Bryant, AR 72022

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 30, 2012

Via Certified Mail
Dr. Morris Holmes
810 West Markham Street
Little Rock, AR 72201

Dear Dr. Holmes:

Please review the enclosed Open Enrollment Charter School Application for Premier High School of Little Rock which was sent to the Arkansas Department of Education, as well as the State Board of Education of Arkansas.

Sincerely,

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

enclosure

cc: Mr. Kenneth Kirspel, Superintendent – North Little Rock School District
Dr. Jerry Guess, Superintendent – Pulaski County Special School District
Ms. Paula Henderson, Superintendent – England School District
Mr. Randy Rutherford, Superintendent – Bryant School District
Dr. John D. Tackett, Superintendent – Lonoke School District
Mr. Jeff Collum, Superintendent – Benton School District

PO Box 292730
Lewisville, TX 75029
Phone 972.316.3663
Fax 972.315.9506

Premier High Schools · iSchoolHigh · Quest Middle Schools · Vista Academies

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

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 30, 2012

Via Certified Mail
Dr. Morris Holmes
810 West Markham Street
Little Rock, AR 72201

Dear Dr. Holmes:

Please review the enclosed Open Enrollment Charter School Application for Premier High School of Little Rock which was sent to the Arkansas Department of Education, as well as the State Board of Education of Arkansas.

Sincerely,

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

enclosure

cc: Mr. Kenneth Kirspel, Superintendent – North Little Rock School District
Dr. Jerry Guess, Superintendent – Pulaski County Special School District
Ms. Paula Henderson, Superintendent – England School District
Mr. Randy Rutherford, Superintendent – Bryant School District
Dr. John D. Tackett, Superintendent – Lonoke School District
Mr. Jeff Collum, Superintendent – Benton School District

PO Box 292730
Lewisville, TX 75029
Phone 972.316.3663
Fax 972.315.9506

Premier High Schools · iSchool High · Quest Middle Schools · Vista Academies

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

ATTACHMENT 3 – SCHOOL CALENDAR & CLASS SCHEDULE

The Premier High School of Little Rock School Calendar will mirror the Little Rock School District Calendar for 2013 – 2014. As the Little Rock School District Calendar has not been developed and disseminated for 2013 – 2014, the calendar below is a shell to be completed once the Little Rock School District is available.

2013- 2014 School Calendar

Premier High School of Little Rock

HOLIDAYS	BAD WEATHER MAKE-UP DAYS
Labor Day	February
Columbus Day	February
Thanksgiving Break	March
Christmas Break	May
New Year's Day	June
Martin Luther King Day	
Winter Break	
Spring Break	
Good Friday	
Memorial Day	

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 4 – FACILITIES UTILIZATION AGREEMENT

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner):	Arkansas Baptist College
Lessee (Tenant):	Responsive Education Solutions of Arkansas

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:	None; it is anticipated that the facility will be new construction
Premises:	1621 Dr. Martin Luther King Drive, Little Rock, AR (address)
	15,000+ square feet (square footage)
Terms of Lease:	Initial lease term will be for five (5) years with subsequent renewal options
Rental Amount:	$16,500 per month
Contingency:	The terms of this agreement are contingent upon Responsive Education Solutions of Arkansas (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
Responsive Education Solutions Of Arkansas	Arkansas Baptist College
By _____ Robert Davison	By _____ Dr. Fitzgerald Hill
Date _____	Date _____

ATTACHMENT 5 - BUDGET

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (240) x $6,267.00 State Foundation Funding		
3			1,504,080
4	No. of Students (240) x $42.38 Professional Development		10,171
5	No. of Students (85) x $1,033 eligible rate NSLA Funding		87,805
6	Total State Charter School Aid		$1,602,056
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	CNP 25,200	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$25,200
15			
16	**TOTAL REVENUES**		$1,627,256
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,695	
22	Purchased Services	230,612	
23	Supplies and Materials	5,800	
24	Equipment	6,210	
25	Other *(Describe)*	10,550	$418,484
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 11)*	365,454	
29	Fringe Benefits	97,075	
30	Purchased Services	2,000	
31	Supplies and Materials	40,770	
32	Equipment		
33	Other *(Describe)*	4,840	$510,139

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 2)*	74,777	
Fringe Benefits	19,863	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$94,640
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	1,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$1,000
Health Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,476	
Purchased Services	4,800	
Supplies and Materials		
Equipment		
Other *(Describe)*		$30,893

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,476	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,093
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials	5,000	
Equipment	5,000	
Other *(Describe)*		$15,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	6,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$6,000
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	25,200	
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,200

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	198,000	
130	*Restroom renovation, lighting, walls, flooring, interior*	200,000	
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	4,000	
135	Content Insurance		$430,800
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$1,622,349

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount		Total
1	State Public Charter School Aid:			
2	No. of Students (240) x $6,267.00 State Foundation Funding			
3				1,504,080
4	No. of Students (240) x $42.38 Professional Development			10,171
5	No. of Students (85) x $1,033 eligible rate NSLA Funding			87,805
6	Total State Charter School Aid			$1,602,056
7				
8	Other Sources of Revenues:			
9	Private Donations or Gifts			
		CNP	25,200	
		Title IA	109,027	
10	Federal Grants (List the amount)	IDEA B	36,043	
11	Special Grants (List the amount)			
12	Other *(Specifically Describe)*			
13				
14	Total Other Sources of Revenues			$170,270
15				
16	**TOTAL REVENUES**			$1,772,326
17				
18	**Expenditures**	**Amount**		**Total**
19	Administration:			
20	Salaries: *(No. of Positions 3.5)*	130,617		
21	Fringe Benefits	34,695		
22	Purchased Services	230,612		
23	Supplies and Materials	5,800		
24	Equipment	6,210		
25	Other *(Describe)*	8,050		$415,984
26				
27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions 11)*	365,454		
29	Fringe Benefits	97,075		
30	Purchased Services	2,000		
31	Supplies and Materials	40,770		
32	Equipment			
33	Other *(Describe)*	4,840		$510,139

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

	(Budget Continued)		
Special Education:			
Salaries: *(No. of Positions 2)*		74,777	
Fringe Benefits		19,863	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$94,640
Gifted and Talented Program:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Alternative Education Program/ Alternative Learning Environments:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Guidance Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services		1,000	
Supplies and Materials			
Equipment			
Other *(Describe)*			$1,000
Health Services:			
Salaries: *(No. of Positions 0.5)*		20,617	
Fringe Benefits		5,476	
Purchased Services		4,800	
Supplies and Materials			
Equipment			
Other *(Describe)*			$30,893

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,476	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,093
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$5,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	6,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$6,000
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	25,200	
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,200

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	198,000	
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	4,000	
135	Content Insurance		$230,800
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$1,409,849

ATTACHMENT 6 – SALARY SCHEDULES

As mentioned in Standard 21 - Waivers, Premier High School of Little Rock 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 Little Rock.

Position	Salary Range
Campus Director/Principal	**$62,358 – 99,416 / median 80,255**
Teachers	**$28,200 – 62,384 / median 46,779**
Teachers (Teaching Specialist)	**Undetermined Stipend w/ salary**
Special Education Teacher	**$28,200 – 62,384 / median 46,779**
Administrative Assistant/Campus Secretary	**$10.60/hr. - $17.50 hr.**
School Nurse (Part-time)	**$15,000 - $20,742**
Media Specialist (Part-time)	**$15,000 - $20,742**
Instructional Aide	**$11.00/hr. - $18.51 hr.**
Curriculum Alignment Specialist (Part-time)	**$15,000 - $25,000**

ATTACHMENT 7. – 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

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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.

(IRS USE ONLY) 575A 08-30-2011 RESP B 9999999999 SS-4

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.**
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number ( ) -

Best Time to Call

DATE OF THIS NOTICE: 08-30-2011
EMPLOYER IDENTIFICATION NUMBER: 45-3121163
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

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

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** 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) 316-3663** 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, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☑ Yes ☐ 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. ☑ Yes ☐ 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. ☐ Yes ☑ 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**? If "Yes," state the country. ☐ Yes ☑ No

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 Klingenstein	Director	3108 Sheryl Dr. Flower Mound, TX 75022	None
Dan Maddalena	Director	1383 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.		
6a	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 sales 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.	☑ Yes	☐ No
	See responses to questions 2 & 3 of this Part V.		

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

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ 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 uss 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 V, 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.

6 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 65% 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. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

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 (a) through (d)
		(a) From 7/1/12 To 6/30/13	(b) From 7/1/13 To 6/30/14	(c) From ... To ...	(d) From ... To ...	
Revenues	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
Expenses	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.)	161,600	161,600			
	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. ☐ Yes ☐ 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. If you are unsure, see the instructions. ☐ Yes ☑ No

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. ☐

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

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

[redacted]

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

)6)

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? 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).	☐ Yes	☑ No
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) Chuck Cook (Type or print name of signer) 8/30/11 (Date)

Board Member (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-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. Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☑ No
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. 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 VIII, line 7b.	☑ Yes	☐ No

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

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served). N/A

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories. N/A

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ 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.

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.

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
Lewisvlle, TX 75067

Chuck Cook
1301 Waters Ridge Dr.
Lewisville, TX 75057

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 ✓	Schedule E	Yes ___ No ✓
Schedule B	Yes ✓ No ___	Schedule F	Yes ___ No ✓
Schedule C	Yes ___ No ✓	Schedule G	Yes ___ No ✓
Schedule D	Yes ___ No ✓	Schedule H	Yes ___ No ✓

☑ 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 8– Evidence of Parental and Community Support

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
LEISA PILLIAM	LITTLE ROCK	5012244207	Leisa Pillian
Monica Davis	LR	501-[illegible]	Monica Davis
HENRY M. CORE	LR	501-661-1158	Henry M Core
Nah Davis	Conway	501 269-4816	[illegible]
Nicole Spencer	Conway	501 7335939	Nicole S [illegible]
DONNIE BURTON	LR	501 375 8VR	D. Burton
Nicole Ford	LR	501-374-2392	[illegible]
LaShay Johnson	LR	501-240-7922	LaShay
Regina Allen	LR	501-603-0559	Regina Allen
Vertina Banks	LR	501-455-1109	Vertina Banks
Jamairo Spears	LR	870-348-258[illegible]	Jamairo Spears
Cecelia Davis	LR	682-7100	Cecelia Davis
Kay Coleman	No. L.R.	517-0621	Kay Coleman
Machelle Smith-Flint	Bryant	515-0138	[illegible]
Caprice Summerville	LR	7651081	Caprice Summerville
Demesia Watts	Bryant	5018139928	Demesia Watts
Kristin Burton	Little Rock	501-776-8074	[illegible]
Toni Morgan	Little Rock	501-960-3908	Toni Morgan
Mary Cox	Little Rock	501-584-5840	Mary Cox
Destiny Cox	NLR AR	501-661-9310	Destiny Cox

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Gregory Powell	2123 Rice St	501-747-9441	Gregory Powell
DAVID YOUNG	3820 W 6	5017445346	David Young
Kim Young	3820 W 6th	(501) 744-5346	Kim Young
Barbara Washington	1920 Cumberland	501 744 4408	Barbara Washington
Austin Cunningham	N LR Ark		Austin Cunningham
LETICIA BRIONES	43 WARREN DR.	571-251-3787	L. Briones
Laurel Neal	1715 Johnson	260 [illegible] 21	Laurel Neal
Carlos Walker	Little Rock Ar		Carlos Walker
Casetta Pino	Little Rock	7442663	Casetta Pino
LARRY Thompson	L.R AR.	372-3982	Larry Thompson
Tyrrice Pino	N.L.R. Ar.	779-5385	Tyrrice Pino
Tabany Williams	L.R Ar	416-7034	Tabany Williams
Brittiney Hill	LR AR	310-2034	Brittiney Hill
Deon BAINES	LR AR	758-8803	Deon Baines
Tamara Bates	LR AR	901-590-7763	Tamara Bates
JARON EGBE	LR		Jaron Egbe
E Stewart	LR	6611 W Wake Rd	E Stewart
Kim Smith	L R	501-350-0290	Kim Smith
Andre Martin	Little Rock Arkansas	501-744-5925	Andre Martin
Brianne Nelson	LR	701-390-0220	Brianne Nelson

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Kadistya Adams	115 NLR	510-258-4398	Kadistya Adams
Cynthia Arguello	#106 Park Pl NLR	501-231-8919	Cynthia Arguello
Matthew Walker	1624 W 45th		Matthew Walker
Gladys Palmer	L R.	—	Gladys Palmer
Vanessa Mazurek	131 ~~[illegible] Hilaro~~ Sp LR.	371-8567	Vanessa M Mazurek
Amber Weathley	L.R.	708-8245	Amber Weathley
Justin Weathley	L.R	240-2445	Justin Weathley
Sonya Reid	L.R.		Sonya Reid
Katrina Ellis	Little Rock	501-548-5566	[illegible]
Troy Rucker	Little Rock	916-[illegible]-1031	Troy [illegible]
Chris Johnson	Little Rock		[illegible]
Keith Baron	Newark, New Jersey	(870)-995-2424	[illegible]
Lavick Williams	Little Rock AR	501-310-2020	Lavick Williams
Chris Orson	Houston, Texas	318-[illegible]	Chris [illegible]
Tony Murray	Lithonia, GA	404-435-0880	Tony Murray
Dakota Clark	Detroit, MI	313-466-2552	Dakota Clark
martin weer	Atlanta	678 756 74[illegible]	[illegible]
Raphael	Wright		Raphael Wright
Shonvondelyne	Lopez	(501)540-4472	Shonvondelyne Lopez
Sherman Wilson	N.L.R	(501) 786-7353	Sherman Wilson

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Name	City of Residence	Phone Number	Signature
Roland Mitt	1814 McAlmont St	501 379-8022	Roland Mitt
Allen Graham	5717 S. Wick DR	501-291-6996	Allen L. Graham
Johnny Moore	4210 Walker St	501-682-0607	Johnny Moore
Ernest Lambert	4518 Hoisrln	501-897-4621	E. Z. Lambert
FORREST J. KING	701 Scott LRAR	501-082-0607	Forrest J. King Jr
Anthony J. Kings	3201 Division NLR AR	501-786-2614	Anthony J. King
TERRY WARE	622E 19ST APT 74	501 771-7552	Terry Ware
Steven Harris	707 N cedar st	501-375-281	Steven Harris
Laverne Stewart	822 w23 NLR	501 804-6497	Laverne Stewart
Clayron Flenory	NLR. AR	501-952-6090	Clayron K. Flenory
Shawn Hankins	516 East 28th st	501-3949454	Shawn Hankins
Ungel Cooper	1709 Vestal	501-613-6086	Ungel Cooper
Pamela Satterlee	49 Meadowbrook Dr.	586-329-0323	Pamela Satterlee
Latoya Ford	608 Dorthy Dr	501-744-1058	Latoya Ford
Lee Johnson	714 Blossom St	501-295-6079	
James Parker	1751 Roosevelt Rd	501-541-9170	James Parker
Mary Taylor	6919 SANDRA	5017449820	Mary Taylor
Michael Irving	7006 Wrenton		Michael Irving
Hillary Perkins	3515 MLK	501-612-8840	H. Perkins
Antonia Lane	1111 W. Markham	501-838 3669	Antonia Lane

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Dorothy Perkins	Pulaski	541-6683	Dorothy Perkins
Yvonne Cooper	L.R	295-2861	Yvonne Cooper
Cordelia Williams	L.R.	612-5704	Cordelia Williams
Laurie Williams	L.R.	501960-4035	Laurie Williams
Chelsea Kelley	L.R.		Chelsea Kelley
ZANELY CARREON	L.R.	5019160500	Zanely Carreon
Kenneth Flenoy	L.R.	501)351-9883	Kenneth Flenoy
James McAdoo	N.L.R.	501-663-4851	James McAdoo
Will Green	L.R.	501 897-1147	Will green.
Charles Harris	L.R	501-584-5739	
Kyrcelus Meeker	NLR	501-744-1610	Kyrcelus Meeker
JaSwann Young	NLR		JaSwann Young
Jonathan Woods	NLR		
Dematrice Anderson	P.O. Box 166245 LR AR	501-541-4072	Dematrice Anderson
LARRY GRIFFIN	LR. ARKANSAS	5016633192	Larry Griffin
John W Copley	LR		John Copley
Keithon Jones	LR ARKANSAS	(501) 562-1219	Keithon Jones
Mary Hayes	LR	501-240-8603	Mary Hayes
Richard Dunn	NLR	353-2738	Richard Dunn
Deerndra Murry	LR	870-995-1039	Deerndra Murry

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Megan Kassel	L.R		
Connie E Singleton	L.R		
Marilyn Murrell	N.L.R.		Merelyn Murrell
Tyrun Jones	N.L.R		Tyrun Jones
Lavthell Murphy	N.L.R.		
	L.R.		
Brandon Dobbins	N.L.R	501 940 4487	Brandon Dobbins
Jacquella Norflett	LR	501 744-1503	Jacquella Norflett
Teresa Daniel	L.R.		
Shawn Pierce	L.R.	561-690-3885	Shawn Pierce
Edward Jones	LR	(501) 744-4055	Edward Jones
Michelle Haynes	L.R	501 246 2900	Michelle Haynes
		(501) 374-24	
		501-258-0796	
		501	Alex Lee
Elgen Smith	L.R	N/A	Elgen Smith
	L.R		
Marshuna Parker	L.R		
Brandon Brown	L.R	501 744-5872	Brandon Brown
Hollis Scott JR.	L.R.		

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Jason Carter	Little Rock AR	291-9473	Jason Carter
MICHAEL E. MAYS	Little Rock AR	501-454-4020	Michael E Mays
Dominick Haynes	Little Rock, Ar	501-744-0476	Dominick Haynes
Benny Hart	Little Rock AR	501-897-8057	Benny Hart
Ester Cain	Little Rock	501-374-0126	Ester Cain
Antwan Holcomb	Sherwood	501-952-9349	
Tony Strong	LR		
Donta Smith	LR		
Markeadia Jackson	NLR, AR		Markeadia Jackson
Valandra Jackson	NLR, AR, 72114		Valandra Jackson
Crystal McDaniel	LR, 72204		Crystal McDaniel
Ashyon Brown	LR, 72204	501-960-0934	Ashyon Brown
Ofis Singleton	LR	501 397-1925	Ofis Singleton
Jacob Smith	LR	501 256-3790	Jacob Smith
Darryl Hawkins	LR	501 256 3260	Darryl Hawkins
Daniel Coulter	LR	501 256 16[illegible]	Daniel Coulter
Terrell Harris	LR	501-412-2616	Terrell Harris
Quanicia Smith	NLR	501 744 8877	Quanicia Smith
Kendra Thomas	NLR	501 744-4205	Kendra Thomas
Margaret Garner	Jacksonville	501-398-5556	Margaret Garner

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Derrick Boone	Little Rock	(501) 398 7437	Derrick Boone
DeLisa Wiley	NLR	246-4309	DeLisa Wiley
Erica Johnson	LR	(501) 920-7940	Erica Johnson
James Hamilton	NLR	(501) 457-2744	James Hamilton
Brenda Hamilton	NLR	(501) 249-2940	Brenda Hamilton
Martinous Jones	NLR	(501) 650-3344	Martinous Jones
Britney Bryant	LR	(501) 516-6100	Britney Bryant
Brenda Walker	LR	501 374-3040	Brenda Walker
Irene Simmons	LR		Irene Simmons
Maurice Hampton	NLR	(501) 554-0445	Maurice Hampton
Robert Easley	LR	260-3257	Robert Easley
Laurence Bradley	NLR	501-765-2302	Laurence Bradley
Mary Bell Phillips	NLR	501 398 4578	Mary Bell Phillips
Crystal Edwards	LR		Crystal Edwards
[illegible]	LR	376-2988	[illegible]
[illegible]	LR	376-2988	[illegible]
Jeanette Duncan	LR	501 458 1500	Jeanette Duncan
Jean Clark	LR	501-664-0035	Jean Clark
Kristin Finn	LR	376-2988	[illegible]
			[illegible]
Margaret Lewis	LR	501-376-2988	Margaret Lewis

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Tracy Baines		940-566-326	Tracy Baines
Jeanie Staley	Cabot	501-422-9269	Jeanie Staley
Dan Staley	Cabot	501-422-9084	Dan Staley
Emma J. Baker-Dye	North Little Rock	(501)319-3139	Emma Baker-Dye
Calvin Sanders	NLR	447-6800	Calvin Sanders
Eric Nash	NLR	NK 501-316-6449	Eric Nash
Barry Miller			Barry Miller
Ciara Bulley	NLR		Ciara Bulley
Lydia Penick	Little Rock		Lydia Penick
Elizabeth Miles	Little Rock		Elizabeth Miles
Drew Algeo	LR	(501)940-4682	Drew Algeo
Rose Pressley	Jacksonville AR	(501) 346-5222	Rose Pressley
Melissa Gentry		870-892-9366	Melissa Gentry
Darius Ramsey	Pine Bluff	870-718-7841	Darius Ramsey
Rosario Patton	Pine Bluff	(870) 593-0800	Rosario Patton
Shelby Hunter	NLR	501 902 8705	Shelby Hunter
Kathy Noonan		417-358-4907	Kathy Noonan
Cathy Lamar	LR	501-838-3690	Cathy Lamar
Kris Lewis	LR	501-366-4178	Kris Lewis
James Hughes	LR	501-372-0998	James Hughes

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Jeanette Witker	LR	501-442-0333	Jeanette Witker
Kelli Kellbonnie	LR	—	Kelli Kellbonnie
M Tayse	LR		M. Tayse
[illegible]	LR		[illegible]
Jimmy Blackett	LR	372-2500	Jimmy Blackett
Charles Cherry			Charles Cherry
Kelli Kellbonnie	LR	501-339-1211	Kelli Kellbonnie
Byron Sales	LR		[illegible]
Doris Shumpert	Maggie LR	501 711 6021	Doris Shumpert
Wardell McKinney	LR	658 8654	Wardell McKinney
Debra Singleton	LR	501-210-5959	Debra Singleton
Kathy Reeves	LR	5015351027	Kathy Reeves
Theoplis Ward	LR	838-37-67	Theoplis Ward
Preshia Scales	LR	375-21-40	Preshia Scales
William Ellison	L.R.	234-0566	William Ellison
Patricia M. Brannon	L.R. AR.	501 442-2263	Patricia M. Brannon
Eugene Langston	Little Rock AR	(501) 704-9002	Eugene Langston
Rashan Shead	1415 Rebel Dr	4293962360	Rashan Shead
Diann D Shead	1415 Rebel Dr	—	Diann D Shead
Sharlene Pruitt	1415 Rebel Dr	—	Sharlene Pruitt

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
[illegible]	L R	—	[illegible]
Perry Reed	LR	—	[illegible]
[illegible]	[illegible]	—	[illegible]
[illegible]	L.R.	—	[illegible]
Brittany Wright	Little Rock	—	[illegible]
Heaven Brown	Little Rock	—	[illegible]
Shaesha Hampton	Little Rock	—	Shaesha Hampton
Kelvin Williams	Little Rock	—	Kelvin Williams
Patrick Fenderson	Little Rock	—	[illegible]
Kevin Williams	Little Rock	—	Kevin Williams
Natalia Johnson	Little Rock	501 246-5081	Natalia [illegible]
Cody Charles	Lit Rock	—	[illegible]
LARRY JOHNSON	Littlerock	754-7353	[illegible]
Leon Taylor	Little Rock		[illegible]
Everlena Bosley	L R AR	374-6878	[illegible]
Connie Gray	LR AR		Connie Gray
Randy Cunning	LR AR		[illegible]
Willie Brown	L R AR	501 414-1731	Willie Brown
Alfred King	L.L.R.	(501) 961-9026	[illegible]
Shelia King	LRAR	(501) 961-9026	Shelia King

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Darlene Evans	LR		Darlene Evans
Albert Record	LR		Albert Record
Deborah McBrown	LR		Deborah McBrown
Craig Robinson	LR.	(501)565-3204	Craig Robinson
LAURICE HERRERA	L R.	501-375-8469	Laurice Herrera
Consandra Hall	LR	501)541-0999	C. Hall
FREEMAN Woods	LR	501-744-3239	Freeman Woods
Monica Logan	LR.	501563-0153	Monica Logan
Brad McCuller	L.R.	(501)541-7675	Brad McCuller
DeShondra Woodley	L. R.	(501)663-0014	DeShondra Woodley
Melissa Woods	L. Little Rock	501-565 3098	Melissa Woods
Stacey Brown	L.R.	501-541-7675	Stacey Brown
Chris Williams	LR		Chris Williams
Edith	LR	501-375-2069	
Katrina Lewis	LR	501-372-0317	Katrina Lewis
Marcell Lewis	LR	501-372-0317	M. Lewis
Helen Conac	NLR	501-398-4840	Helen Conac
Suzanne Chachere	Pulaski	501-529-3339	Suzanne Chachere
Tara Carter	College Station	501-541-0199	Tara Carter
Shyranna Duncan	NLR	5015410165	Shyranna Duncan

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Name	City of Residence	Phone Number	Signature
John E Turner		501 256-8107	
Karen Fears	Little Rock	501-374-6487	
MARGARET KESNER	BRYANT	501 773 1041	
Mattie Davis	Little Rock	501 773-7437	
Mildred Gibbs	L R	501-372-4287	
Jamica	LR	501-	Jamica Gulley
Elmon Gibbs	Little Rock	501-360-3631	
Jermary Tiswell	Little Rock		Jermary Caswell
Jerry Johnson	North Little Rock		Jerry Johnson
Whosea Williams	NLR	501-413-7037	
~~Myrtle Davis~~	~~1221 Jefferson~~ Little		
Myrtle Davis	Little Rock	(501)838-2884	Myrtle Davis
Earnest Allen	Stuttgart	870 73 2168	
KAREN NIELSEN	Gentry	479-270-3917	
Herbert Walker	L. R	501 831-9945	
Robert Harris	Little Rock	501-372-3286	
Murray Jackson	NLR	(501)749-4541	
Philip Jones	NLR		
Kaye Coleman	N. L. R.	501(519-0641)	
Kris Haws	Little Rock	(501)944-4847	

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Name	City of Residence	Phone Number	Signature
Judy Gaines	Little Rock 9017 Ruth Ann Dr		Judy Gaines
Max Sprinkle	" "		
Joseph Childs	" "		Joseph Childs
Gregory Bush	" "		Gregory Bush
[illegible]	13535 Valerio St #252 Van Nuys CA 91405	818 855 6096	[illegible]
Tanji Valdez	13535 Valerio St #252 Van Nuys CA 9145	818 709 2039	Tanji Valdez
[illegible]	Little Rock		[illegible]
Casey Hamlin			
Ryan Favre	Little Rock		
[illegible]	Little Rock	501-225-8613	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	NLR	501-463-5448	[illegible]
Tim Beasley	LR		Tim Beasley
Anne Terpenning	LR		Anne Terpenning
[illegible]	L.R.	870-718-[illegible]	[illegible]
[illegible] Raynor	L.R.	901-604-[illegible]	
Charlotte Barnes	L.R.	501-554-9527	Charlotte Barnes
[illegible]	LR	501-249-5183	[illegible]
[illegible]	LR	501.414.5587	[illegible]
[illegible]	LR	501 412 9378	[illegible]

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Name	City of Residence	Phone Number	Signature
Danielle Tatum	Little Rock	5019626660	Danielle Tatum
Corey Hall	LR.	904-314-9638	Corey Hall
Vanshelia Wesley	LR		Vanshelia Wesley
Joseph A. Turner	L.R.	501-414-2424	Joseph A. Turner
Felicia M. Turner	L.R.	501-414-2424	Felicia Turner
Ponita Johnson	LR	(501)772-9237	Ponita Johnson
Shirley Henry	LR	(501)350-4558	Shirley Henry
Carrie Smith	NLR	501-747-4121	Carrie Smith
Thurlo T. Cobb	Scott	501 672 1599	
Patricia McGraw	LR.	501-227-7458	Patricia McGraw
Thomas Pride	LR	501-944-6111	Thomas Pride
Kayla Pride	Little Rock	870-904-4811	Kayla Pride
Henry Coles	Scott	501-658-1471	Henry Coles
Gerald Johnson	LR	501-920-7512	Gerald Johnson
Darrell Johnson	NLR	501-340-3097	Darrell Johnson
Ivan Yarbrough	LR	501-944-1397	Ivan Yarbrough
Kathy Tolbert	LR	5218177-5142	Kathy Tolbert
Shai Preston	LR		Shai Preston
[illegible]	LR		[illegible]
[illegible]	LR		[illegible]

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Name	City of Residence	Phone Number	Signature
Brenda Glover	LR.	416-6739	Brenda Glover
Brenda K. Glover	N LR	442-6312	Brenda K. Glover
Courtney Booth	LR	563-5063	
Courtney Button	LR	952 6407	Courtney Button
Alexandria Mann	LR	563-0243	
Lavina Hicks	LR	376-2455	
Katey Davis	LR	563-8119	Katey Davis
Johnnie Green	LR	295-5001	Johnnie Green
Tonya Page	LR	541-4050	Tonya Page
Martha Coy	LR	441-9597	Martha Coy
Shirley Green	LR	838-7353	Shirley Green
Judy Wilkins	LR	541 8657	Judy Wilkins
Richard Perry	LR	2748954	Richard Perry
Alexia Mahoney	LR	—	
Chyrinda Miller	LR		
Sherrec Binion	LR	—	Sherrec Binion
Senita Noble	NLR	870 378-0801	Senita Noble
Lakeitha Dixon	Lit. Rk.	501-952-3031	Lakeitha Dixon
Natasha Harris	LR	(501) 295-6934	Natasha Harris
Kelcare Acuna	LR	838 33 79	

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Name	City of Residence	Phone Number	Signature
Mike Dodson	LR	(501)347-9015	Mike Dodson
Natasha Jackson	NLR	(501)541-7264	
Michael Williams	NLR	(501)-313-2618	
Linda Mitchell	LR	(501) 744-1068	Linda Mitchell
Reginald Carter	L.R.	501) 888-3076	Reginald Carter
Brittney Aka	Little Rock	(501) 541-6828/(501) 295-5846	Brittney Aka
Haneef Hawi	Little Rock	501) 993 5355	Haneef Hawi
Yolanda Pratt	Little Rock	501 398-8130	Yolanda Pratt
Richard Miller	LR	501-707-6664	Richard Miller
Erica Henderson	N.L.R	(501) 838-5449	Erica Henderson
Marie Bell	LR	501-613-4009	Marie Bell
Lynn Hoof	NLR	(501) 248-6609	Lynn Hoof
Laurie Williams	Little Rock	(501)960-4035	Laurie Williams
Fred Richardson	Little Rock	501 376-2457	Fred Richardson
Owen Bivens	Little Rock	(501) 444-4445	
Sheila Jackson	LR	501-612-6646	Sheila Jackson
Teresa Forrest	LR	5043978	Teresa Forrest
Nitita Caddie	L.R.		Nitita Caddie
Joseph Hall	L.R		Joseph Hall
Darriqua King	N.L.R		Darriqua King

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Name	City of Residence	Phone Number	Signature
LaShaundaPhys	LR		
Tammie Mason	LR		
Allen Graham	LR		
James Brown	LR		
Howard Henderson	LR		
Janet Crafton	LR		
Evelyn Heenel	LR	501-472-3471	
Roosevelt Dabney	LR	501 366-8595	
Kimberly Toliver	LR	501-490-4939	
Deanna Ousley	LR	501 272-4093	
Shelia Hicks	NLR		
Jerry L Hughes	LR		
King Lewis	LR		
Clarence Jones	LR	501-454-6913	
Robert Boykin	NLR	501-272-4813	
Dominion Johnson	NLR	501-838-2818	
Ronny Robertson	NLR	501 272 1205	
Clayvon Flenory	NLR	501-952-6090	
Frank Ford	NLR	501-400-6257	
Lucille Bolton	L.R. AR	501-244-9071	

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Name	City of Residence	Phone Number	Signature
Shirley Howard	Little Rock Ark.	(501) 244-9077	Shirley Howard
Lorie McVay	Little Rock		Lorie McVay
Lorine Mccray	Little Rock		Lorine Mccray
Pam Humble	Little Rock		Pamela Humble
Michael Christopher	Little Rock	313-778-6542	Michael Christopher
Amanda Allen	Little Rock		Amanda Allen
LaTonya Reed	Little Rock		LaTonya Reed
Derek Ulrich	Little Rock	331-574-3107	
Tatjana Turner	Little Rock	(501)658-2051	
Briana Harden	Little Rock		
C. Jefferson	Little Rock	870-660-51	C. Jefferson
William Hall	Little Rock	9547489	William Hall
Donald Mitchell	Little Rock		Donald Mitchell
Ricky Allison	LR	501-366-9793	
Lesley woodard	N.L.R	501-744-9023	Lesley woodard
Blayfus Dykes	LR	630-408-6086	
Toni Jopp	LR	501 8388825	Toni Jopp
FRED Higgins	L.R. ARK		Fred Higgins
Fred Walls	LR, AR	501-240-6702	
Nyeshea Holliday	memphis TN	501-240-6702	

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Name	City of Residence	Phone Number	Signature
BEN JACKSON	LRA		Ben Jackson
Cynthia Bead	LRA		Cynthia Bead
Jalicia Thomas	L.A.		Jalicia Thomas
Jeffery Green	LR		Jeffery Green
Teresa Vega	LR		Teresa Vega
Kevin Oneal	LR		Kevin Oneal
Aarikka Black	LR		Aarikka Black
Jessica Sterling	Benton		Jessica Sterling
Marcia Davis	LR		Marcia Davis
Wanda Baker	LR		Chaire Ross
Chaire Ross	-		
VIVIAN HAWKINS	LR		Vivian Hawkins
Tina Weatherly	JAX		Tina Weatherly
Carol Scoggins	L.R.		Carol Scoggins
LEROY JOHNSON	L. R.		Leroy Johnson
Shirley Riley	LR		Shirley Riley
Dennis Jones	LR		Dennis Jones
Roosevelt Smith	LR		Roosevelt Smith
Margie Jones	LR		Margie Jones
Sasha Cerrato	LR		Sasha Cerrato

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Name	City of Residence	Phone Number	Signature
Jeannine	Chuck LR Work	372-4142	Jeannine [illegible]
Kim Bentley	LR		
Barbara Robinson	N.L.R.	618-9356	Barbara Robinson
Kelly Frazier	North Little Rock		Kelly Frazier
Ali Zee	LR	501 398 7285	Ali Zee
Takisha Bunting	LR	5012317023	Takisha Bunting
Jacquelyn Washington Jones	LR	(59) 838-9608	Jacquelyn Washington Jones
Gabriela Lopez	LR	479 7993880	Gabriela Lopez
Cory Easter	LR	501-305-4316	Cory Easter
Jackie Hudson	N.L.R	501-747-8638	Jackie Hudson
Oliver Jordan	LR	(501) 442-3600	Oliver Jordan
Renita Selth	LR	501-541-9058	Renita Selth
Jorell Caery	LR	8014601251	Jorell Caery
Naim Razell	LR		Naim Razell
Shannon Mcphee	LR	(501)541-7483	Shannon Mcphee
Brenda Rowell	Little Rock	(501)-260-2599	Brenda Rowell
Jessie Ellis	L.R.	501-541-3721	Jessie Ellis
Derrick Burnett	Little Rock	501-414-8423	Derrick Burnett
Ebony martin	Little Rock	(501) 541-4683	Ebony Martin
[illegible]	L. R.	(501)8382947	[illegible]

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Name	City of Residence	Phone Number	Signature
Rita Bealer	L.R.	501-291-7413	R. Bealer
Charles Peoples	LR	5013722465	C. Peoples Sr
Patricia Stublet	LR	5013756307	P. Stublet
[illegible]	L.R.		Carlos Carpenter
Chris Glover	L.R.	291-9801	Chris Glover
Tuan Moore	LR.	375-4512	[illegible]
WAYNE WARREN	L.R.	410-8821	Wayne Warren
Tyrone Allen	L.R.	366-9793	
Michael Hawkins	L.R.	8708160031	
Gary Maxwell	L.R.	501-744-2560	G. Maxwell
Andrea Moore	LR	501-413-1637	Andrea Moore
Samantha Buckner	LR	501.398.4722	SBuckner
Jessica Fuller	LR	501-773-9496	Jessica Fuller
Patrick Smith	LR	501-374-6457	Patrick Smith
Cory Scott	L.R.	501-371-0731	Cory Scott
Stephanie Dixon	LR	501-618-7843	S Dixon
Maxine Dixon	LR	501-235-7893	Maxine Dixon
Patrick Turner	N.L.R	501-831-1832	Patrick Turner
James Flint	LR	501-565-7112	James Flint
[illegible] James	LR	501-562-3480	[illegible]

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Name	City of Residence	Phone Number	Signature
Phillip Bryan	1863 Summits	501 374-3711	Phillip Bryan
Demetrius Chatwood	1713 Wolfe	501-952-7469	D Chatwood
Thomas Vault	4522 W 22nd	501 231-2022	Thom Vault
Phelia Watson	4217 W. 17th	501-603-9605	Phelia Watson
Dustin Young	311 parkdale	501-838-4891	Dustin Young
Ismael Sheza	Little Rock	312-612-9544	Ismael Sheza
Jimmy Rice	L.R	501-455-4687	Jimmy Rice
Portia Sturd	LR	501-565-6962	Portia Sturd
Jennifer Jackson	Little Rock	469-328-7008	Jennifer Jackson
Robert Eagle	LR		Robert Eagle
RONALD JOHNSON			Ronald Johnson
Everett Oliver	LR	[illegible]	Everett Oliver
Jessie Collins	LR	479	Jessie Collins
Sean Johnson	LR	501-454-3106	Sean Johnson
Ben Harris	LR		Ben Harris
Barby Hendrix	LR	[illegible]	Barby Hendrix
Lonnie Beard	LR		Lonnie Beard
Byron Jones	LR	501-584-9607	Byron Jones
Carmen Dotson	Levy, ARK.	501-812-4356	Carmen Dotson
Alfred Langley	LR	663 7285	Alfred Langley

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Name	City of Residence	Phone Number	Signature
Contina Rhodes	L.R.	501-603-9034	Contina Rhodes
Joseph Hall	LR	501-394-4683	Joseph Hall
Derenzulum Lewis	NLR	501-664-3886	Derenzulum Lewis
Shaddy Wainwright	NLR	501-838-4636	Shaddy Wainwright
Kimberly Ford	NLR	(501)838-4636	Kimberly Ford
Natasha Figaro	LR	501 234 9714	Natasha Figaro
Tiara Driffo	LR		Tiara Driffo
Otis wright	LR		Otis wright
RL Carpenter	LR	5722432055	RL Carpenter
Krysta Henderson	LR	—	Krysta Henderson
Reginald Smith	LR		Reginald Smith
Antwacan Young	LR		Antwacan Young
James Meadows	NLR		James Meadows
Deborah White	LR	3743692	Deborah White
Steven Coutts	LR		Steven Coutts
Irene Simmons	LR		Irene Simmons
James Brown	LR	501-216-5672	James Brown
Tracy Keeton	LR		Tracy Keeton
Amanda Riddell	LR	501 563-4310	Amanda Riddell
Gary Youngren	NLR		Gary Youngren

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Name	City of Residence	Phone Number	Signature
Tremell Moore	North Little Rock	(501) 563-9051	Tremell L. Moore
Eric Clinton	N.L.R.	(501) 663-5311	Eric Clinton
Jawann Hayes	Little Rock	501-265-9675	Jawann Hayes
Scott Yeader	N. Little Rock	Mr. (501) 410-3756	Scott Yeader
Sherry Williamson	Little Rock	501-606-6285	Sherry Williamson
Jamie Taylor	Little Rock		Jamie Taylor
Kelley mortgomery	little rock	530-0864	Kelley Montgomery
Temeka Bolton	Little Rock	501) 838-2555	Temeka Bolton
Willis Rideout	Little Rock	501) 614-3866	Willis Rideout
Chris Armstrong	Little Rock	501-416-6506	Chris Armstrong
Stephan R Bridges	Alexander, AR		Stephan R Bridges
David Washington	N.L.R.	(501) 960-7183	David Washington
Dorian Wiggins	L.R.	(501) 664-2902	Dorian Wiggins
Norma Richardson	L.R.	(501) 398 9943	Norma Richardson
Bobby Law	L.R.	501) 897-4311	Bobby Law
Kamisha Adams	N.L.R.	501 838-5022	Kamisha Adams
Roy Powell	NLR	501-257-1000	Roy Powell
Lewis Parnell	NLR	501 398-6652	Lewis Parnell
Tonya Mitchell	N.L.	501-240 9850	Tonya Mitchell
William Brown	L.R.	501-414-5395	William Brown

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Name	City of Residence	Phone Number	Signature
[illegible]	Little Rock	(501) 480-[illegible]	[illegible]
Damon [illegible]	Little Rock	(501) 374-1752	[illegible]
[illegible]	Jacksonville	(870) 315-3303	[illegible]
Jocelyn Smith	Jacksonville	870 530 5574	[illegible]
Clarissha Thomas	Little Rock	501-625-3898	[illegible]
Jb Lucas	Little Rock	501-744	[illegible]
Raymond Richard	Little Rock	501-663-2849	[illegible]
Teddy Redman	Little Rock	501-563-2379	[illegible]
Laura Johnson	NLR	501 416-9875	[illegible]
[illegible]	LR	(501) 375-[illegible]	[illegible]
Taelor Smith	LR	(501) 658 6853	[illegible]
[illegible]	Little Rock		[illegible]
[illegible]	Little Rock	615-1103	[illegible]
[illegible]	L.R.	615-9611	[illegible]
Lavick Williams	Little Rock	501-310-2020	[illegible]
[illegible]	L.R.	501-565-1952	[illegible]
[illegible]	L.R.	501-565-3125	[illegible]
RALPH PAAPE	BRYANT	501 847 8528	[illegible]
Charlotte Paape	Bryant	501-847-8528	[illegible]
Justin Sims	L.R.	515-5754	[illegible]

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Name	City of Residence	Phone Number	Signature
Reggie Murray	Sausalito-ca.	(415) 846-6020	Reggie Murray
Ted Valentine	~~Fort Smith~~ Little Rock	727 804 6969	Ted M Valentine
Cynthia Henderson	Eastern	374-3795	C. H.
[illegible]	L.R.	541-7292	[illegible]
L Battlefield	1806 LR, AR 72206	295-8559	L Battlefield
Julius C Jacob III	NLR	515 9064	[illegible]
Jimmy T Brunson	LR	870 946-6256	Jimmy T Brunson
Glen Killingsworth	LR	———	Glen Killingsworth
Brent Holt	NLR	501-249-9858	Brent Holt
[illegible]	NLR	501-295-1324	[illegible]
Gary Holt	NLR	501-563-3571	[illegible]
Allen Smith	NLR	501-626-3653	Allen L Smith III
Elizabeth Johnson	Mablevale, AR.	501-240-6918	Elizabeth Johnson
Darlene Wilson	NLR	334 294-1531	Darlene Wilson
Jerri Crawford	LR	501 835-8574	[illegible]
Kimberly Smith	NLR	870 .816-1413	Kimberly Smith
Briana Garner	Jacksonville	501-612-6866	Briana Garner
Carlene Holiday	Little Rock	661 5462	
Debra Brewster	Little Rock	501-772-8	[illegible]
Malcolm Robinson	Little Rock	501-838-1786	[illegible]

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Name	City of Residence	Phone Number	Signature
R. Bowman-El	Little Rock	(817) 715-6333	R. Bowman-El
[illegible]	NLR	850-841-0473	[illegible]
Sean Alexcuke	Little Rock	(501) 352 7192	Sean M. Alexcuke
Constance Baker	Little Rock	501 255-4266	[illegible]
Tameka Jones	Jacksonville	501 687 7642	Tameka Jones
Brandy Henderson	Little Rock	912-9959	[illegible]
Gordon Wilbourn	Little Rock	227-0026	[illegible]
DAVID A. SMITH	" "	661-9588	[illegible]
Kristi Brown	Jacksonville	5638323	Kristi Brown
[illegible]	LR	501-410-5164	[illegible]
[illegible]	Little Rock	501-551-2267	[illegible]
Corey Ellis	Little Rock	501-840-0142	Corey Ellis
Cornell Jones	LR	501-584-9607	[illegible]
[illegible]	LR	501-454-4787	[illegible]
Audrey Reed	North Little Rock	501 945 0783	Audrey Reed
Kirk Hobbs	Little Rock	(501) 744-1756	[illegible]
Curtis Irby	Little Rock	—	[illegible]
[illegible]	Little Rock	—	[illegible]
Jesse Ellis	Little Rock	—	[illegible]
Anquinette Aboagye	Little Rock	—	Anquinette Aboagye

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Name	City of Residence	Phone Number	Signature
Russell Pitts	215 W. 12th	501-442-0558	
Lateesa Harris	~~LR~~ LR	501-744-3488	Lateesa Harris
~~Kathy L R.~~			
Lafreda C.	NLR.	501-952-0662	
Mark Behrfeldt	L. R.	501-246-2674	
Eleanor Riddle	L R.		
Ronald Kimbrew	N LR	5018126617	
Craig W Lackey	L R.	501-372-6800	
Raymond Bothwell	N. L. R.	5012585780	
Vicki Henderson	L.R.	(501) 786-5590	
Eric Whitehead	NLR	(501) 663-5411	
Sherron K James	North Little Rock	(501) 414-5551	
Antonette Ray	LR	501 217-2504	
EDWARD DAVIS	LR		
Kisha John	LR	501 944 4314	
Steven Brooks	LR	501-442-3969	
Barry Madison	LR	501-277-7574	
Joseph Owens	NLR	5012409886	
Pauline Smith	NLR	501 266-7168	
Ronald L. Williams	L.R.	501-666-7964	

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Name	City of Residence	Phone Number	Signature
Yvonne Cooper	~~2401 Parkview~~ LR	295-2861	Yvonne Cooper
Joseph Swiney	~~2422 L~~ LR	744-8515	J.S
Tanquinta Givens	NLR	612-1460	T Givens
Jessica [illegible]	NLR		Jessica [illegible]
Blake Allen	LR		Blake Allen
Stephanie Richard	LR, AR	(501) 420-9773	S. Rich
Devin Baltimore	North Little Rock	501-612-4003	[illegible]
Travis Baltimore	NLR	501-563-2673	Travis Baltimore
Bruce Ferrell	NLR	501 563 4016	[illegible]
Leonard Talley	NLR	398-2290	
Lindawheeler	LR	5012311691	Linda Wheeler
Charleswheeler	LR	5019528146	Charles Wheeler
Antwan Halcombe	Sherwood	501 952 9349	[illegible]
Beth Broadnax	NLR		Beth Broadnax
John Martin	NLR	870-820-4155	John Martin
Harshaw, Harold	NLR	501-541-3571	Harshaw, Harold
Terence Gallihan	NLR	501-612-8374	Terence Gallihan
Chris Brooks	LR	(870) 489-7736	Christopher Brooks
James E Brown	LR	501 838-0685	[illegible]
Clarence Jones	LR	501-747-6913	Clarence Jones

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Name	City of Residence	Phone Number	Signature
BENjamin PIERCE	Little Rock	744-4820	Ben Pierce
Rachel Scarver	N. Little Rock	260-2950	Rachel Scarver
Jessie Dodson	NLR		Jessie Dodson
Amber Cox	LR	5015631568	Amber Cox
Bobby Smith	LR	501-218-3709	Bobby Smith
Wilona Williams	LR	501-410-6665	Wilona Williams
Thena Boden	LR	5016124599	Thena Boden
ALVIN, BOWERS	L, R	501.562.8603	Alvin Bowers
Jamie Burse	L.R.	501-553-0958	Jamie Burse
ANTHONY WALKER	L.R	(501) 823-1786	Anthony Walker
Rita Bealer	L.R.	(501) 291-7413	Rita J. Bealer
Wiley Cain	L.R	838-7301	Wiley Cain
Etied Islam	L.R		
Larry D Buckley	N.L.R.	870-260-5413	Larry D Buckley
Will Green	"L.R.	897-1147	Will Green
Michael Ray Johnson	LR, AR	(501) 400-4950	Michael Ray Johnson
Ricky Smiley	LR AR	501 225 6755	Ricky Smiley
ELBERT WILLIAMS	L.R	501-295-1981	Elbert Williams
Trent Harmon	LR	(501) 257-7038	Trent Harmon
Arthur Hand	of LR.	501 366-4722	Arthur Hand

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
DORIS [illegible]	L. Rock		DORIS [illegible]
Roxane Hall	N L, Ark		Roxane Hall
BARBARA RUCKER	N. L. R. ARK		Barbara Rucker
Avery Frost	N.L.R AR		[illegible]
Marcus Love	N.L.R AR		[illegible]
[illegible]	NLR AR		[illegible]
Charles White	L.R.	5013742168	[illegible]
Knowles Tucker	N.L.R	501-744-1610	[illegible]
Janely Carrion	L.R		[illegible]
Jessie Horton	L.R	870-592-1835	[illegible]
Elgan Smith	L.R	501-372-0117	[illegible]
Darren Johnson	LR	501-613-1519	[illegible]
Matt Peters	NLR		[illegible]
Anthony Bothwell	N.L.R.		[illegible]
Andrea Bullock	LR	(501)859-5018	[illegible]
Irene Simmons	LR		Irene Simmons
Mike Muhammad	LR		[illegible]
Jennie Chatman	LR	—	[illegible]
Jacob Sykes	LR		[illegible]
Kay Kay Martin	LR	501-749-3308	[illegible]

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
John Yarberry	L. R.	870-592-0593	John W Yarberry
Edward Eskridge	L.R		Edward Eskridge
Michael Washington	N.L.R		Michael Washington
Jeff Weekley	LR		Jeff Weekley
Victoria Crosby	Little Rock	891 744 7512	
	LR	852 490-0879	
Eric Lee Lewis	North Little Rock	501-612-0894	Eric Lee Lewis
Verne Regan	LR	501 248-6006	Verne Regan
Rodney Powell	L R	501-952-9554	Rodney Powell
Antwan Harris	NLR	501-563-4031	Antwan Harris
Miranda Wright	LR	501-420-6467	Miranda Wright
Gilberto Estrada	LR		Gilberto Estrada
John Williams	N Little Rock		John Williams
Alex Lee	LR		Alex Lee
Michael Mullinax	LR	479 220 3077	Michael Mullinax
Jackie Pigford	LR	501 425 6252	
Rondale Mitchell	LR	501-590-1718	Rondale Mitchell
Forrest J. Timmons	L R	870-816 7953	Forrest J. Timmons
Jackson Crist	LR	501-838-7216	
Ricky Lind	N.L.R.	501-444-6622	

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Michael Hall	1800 Broadway	296-9114	Michael Hall
RonniE Edwards	1309 hangeR	816-7624	Ronnie Edwards
Edward wood	Little Rock	744-2914	Edward woods
Shakeyia Mayberry	1406 W Long 17th St	501 5638181	Shakeyia Mayberry
Delhia Jones	2301 Chester Little	(501) 666-5736	Delhia Jones
David Washington	N.L.R.	(501)960-7183	David Washington
Keith Williams	[illegible]	(501)758-1234	Keith Williams
Mitchell Daniels	LR AR	(501)413-7177	
Darrell Crawford	LR. AR	(501) 802-2893	Darrell Crawford
Tony Willis	LR 18 South Wake	501-351-3589	Tony Willis
Erma Conway	LR 3114 Walker	501-240-0068	Erma Conway
James Johnson	~~Hop~~ LR	8708264028	James
Yvonne Cooper	N.L.R	2401 Parker	Yvonne Cooper
Ronald Washington	LR	7816 Rebecca	Ronald Washington
Anthony Smith	L.R.	838-5858	Anthony Smith
Kayla Drazkowski	LR, AR		Kayla Drazkowski
Shawn Eddings	LR	766-0578	Shawn
Myeshia Gaston	LR	379-9254	Myeshia Gaston
Starlette Miller	LR	(501)823-7750	
Kenneth Gardner	LR		

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Ronika C.	Little Rock	501-541-4271	
DaJuan M.	Little Rock	501-744-5855	
RAPHAEL L.	LR, AR	501-541-2248	
[illegible]	LR, AR	501-744-7626	
B Lipscomb	Little Rock	501-316-1984	
Marvonta Scott	Little Rock	501-952-6358	
D. Stokes	LR	501-613-6861	
Gary Martin	LR	501-219-[illegible]	
Ishmael Spratt	LR	8705101214	
Deshauna Torrence	LR	501-291-7830	
Ebonee Brown	Little Rock	501-823-7750	
Freddie Adams	Little Rock	501-744-5657	
Dominic masters	Little Rock	501-7446178	
Jessica Atwood	Little Rock	501-744-[illegible]657	
LAVANITA Lucas	Little Rock	501 379-9214	
Shaylon Gaylon	Little Rock	501 378 8839	
[illegible]	N. Little Rock	501-960-1076	
Brenda Lee Silguero	N. Little Rock	501-960-1076	
Phillip Brown	Little Rock	501-565-3334	
DARRELL K. Lloyd	LR	5013047214	

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Richard White	LR ARK		Richard White
Wilma Piggee	LR. AR.		Wilma Piggee
Katherine Calvert	LR AR		Katherine Calvert
Maria Thoma	La AR	501.351.1577	Maria Thoma
Lee Goynes	L R	3097700	Lee Goynes
Samirie Davis			Samirie Davis
Georgia Hudson	L R		Georgia Hudson
Antoinette Scruggs	Jacksonville	501-766-7944	Antoinette Scruggs
Dorothy Davis	L R		Dorothy Davis
Vera Dipson	11	501 772-8464	Vera Dipson
Derrick Waters	LR	501 563-1705	Derrick Waters
Sharon White	LR	744-1271	Sharon White
Ola Franklin	L.R	562-2989	Ola Franklin
Leon Bracy	L.R.	501-838-3074	Leon Bracy
Eleanor Roby	LR	501-952-3044	Eleanor Roby
Tya Patterson	LR		Tya Patterson
Ebony Morgan	LR	501-413-4927	Ebony Morgan
Shannon Manning	LR	501) 838-0552	Shannon Manning
Scherrie Johnson	LR		Scherrie Johnson
Precious young	LR		Precious young

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Verta Hall	Little Rock	5015546000	Verta Hall
Michele Hallis	Little Rock AR,	501-351-9150	Michelle Hallis
Gail Moore	Little Rock AR	5013720491	Gail Moore
Anthony Shelton	Little Rock AR	744-2876	anthony Shelton
Barbara Washington	Littlerock	604 9754	Barbara Washington
James Washington	Little Rock Ar	501-614-8515	James Washington
Brandon Brown	Little Rock, Ar.	501-410-2382	Brandon Brown
Tunesha Campbell	Little Rock AR	501-541-7004	Tunesha Campbell
Dedra Thorton	Little Rock AR	501-554-6565	Dedra Thorton
Barbara Williams	Little Rock, AR	501-251-8757	Barbara Williams
Felicia Turner	Little Rock	(501) 414-2424	Felicia Turner
Joseph Turner	Little Rock	(501) 945-9425	Joseph Turner
Tabb Bashreed	Little Rock	(501) 349-0280	Tabb Bashreed
Kyle Harris	Littlerock	(817) 504-7534	Kyle Harris
Charlotte Clinkscale	Morrilton	501 908-4181	Charlotte Clinkscale
Jeremy Ward	little Rock		
Kimberly Nyberg	"	501 470-5244	Kim Nyberg
Yolanda Wasten	W. Memphis AR	901-687-6405	Yolanda Wasten
Shalonda Wasten	little Rock	901-687-6405	Shalonda Wasten
Jamaica Taylor	little Rak	870-636-5364	Jamaica Taylor

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Wanda F Harris	5124 Alpha St N.L.R. AR 72117	501-945-0992	Wanda F Harris
Shirley Gamble	L R	501-612-3902	Shirley Gamble
Rusty Davis	L. R.		Rusty Davis
Charlene Berry	323 E Fifth	501-256-7133	Charlene Berry
Cheri Simmons	1100 Brookside	501-744-7612	Cheri Simmons
Rena Lewis	NLR		Rena Lewis
Thomas Ward	2223 S. Main	701-7073	Thomas Ward
Rosalind Coleman Neal	M AR	501 839-0894	R Coleman Neal
Nalicia Neal	MAR	501-353-3499	N Neal
Stephanie	LR	501 249-2675	Stephanie
Tammy Forrester	LR		Tammy Forrester
Thomas Cobb	LR		Thomas Cobb
V PARKER	LR	772-6287	V Parker
J. Parker	NLR		J Parker
D Parker	NLR	501-765-3358	
	LR	501-247-8232	Jeremy Wilkerson
	LR	501-920-6233	Henley Pickett III
Bryan Lamb	LR	501 366 0916	
Johnnie Flowers	LR	501-536-1577	Johnnie Flowers
Arlon McClain	LR	501-218-4668	Arlon McClain

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Fredrick Williams	L. Little Rock		
Margo Young	N. Little Rock		
Lonnie Grimmett	L. R.		
Dana Ellis	LR		
Tim Mallett	Alexander		
Milton Chambers	LR	501-551-7839	
John Young II	N. Little Rock		
Willie Rose	Little Rock	562225	
Karen Johnson	Little Rock		
Anthony Wilson	Little Rock	501-442-2532	
Carlos Torres	Little Rock	7874266006	
Redelle Mackintosh	L.R.	(501) 246-7337	
Brooke Jeffrey	L.R		
Joshua Usery	L.R	(618)799-5008	
Jameson Mitchell	L.R	(901)825-4897	
Dee Edingburgh	L.R		
Dan the man	L R		
Ahmad Williams	Little Rock	501-708-8538	
Cameron Bradford	L.R		
Charlyn Bell	L.R		

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Sabrina Turner	6501 Sniper	501-565-4282	Sabrina Turner
Shalanda Turner	6501 Sniper	501-565-4282	Shalanda Turner
Demetria Townsell	Same	501-244-7147	Demetria Townsell
Chiquittia Townsell	Same	501-744-7147	Chiquittia Townsell
Shamekia Taylor	7515 Levie Spring Rd	501-838-5796	Shamekia Taylor
[illegible]	[illegible]	501-870-7788	[illegible]
Patricia Martinez	Little Rock	501 766-7470	Patricia Martinez
Christian J. Aguilar	Little Rock	501 551-9799	Christian Aguilar
Timothy Hart	North Little Rock	501-529-1579	Timothy Hart
Robert Jackson	Little Rock	501-256-2299	[illegible]
Bryan Garrick	Little Rock	501-398-9712	[illegible]
Penya Beasley	Little Rock	(501) 375-9845	[illegible]
Charlotte Hampton	Little Rock	501-562-0455	Charlotte Hampton
Bridget Kane	Little Rock	501 666-2645	[illegible]
Chakara Torner	Little Rock	501-772-4847	[illegible]
Marchelle Hoey	Little Rock	501-541-3978	[illegible]
Joanne Carrith	Little Rock	501-416-6914	Joanne Carrith
Kenneth Wyatt	L.R.	501-663-2077	Kenneth Wyatt
[illegible]	L.R.	501-308-9194	[illegible]

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Juana Lewis	Little Rock	501-319-7414	Juana Lewis
Johnny Chism	L. Rock	501-473-2974	
Shunika Johnson	NLR	501-231-9325	
[illegible]	NLR	501-2437690	[illegible]
Richard Mil[illegible]	LR	501-708-6664	Richard Mil[illegible]
Jasmine Moore	LR	901-281-8915	Jasmine Moore
Rodney Guidon	LR	501-708-7559	Rodney Guidon
Fred [illegible]	NLR		Frederick [illegible]
Diane Atkins	LR	501-683-4044	Diane Atkins
Shayla Porch	NLR	501-786-2608	Shayla Porch
J. Sosa	Mabelvale Ar	501-996-7261	J. Sosa
Sarah Griffin	NR	501-398-2547	
Rodney Terrance	Roland Ar	501-838-5230	Rodney Terrance
Candye Long	Little Rock	-	Candye Long
Marta [illegible]	Little Rock	944-8311	Marta [illegible]
Candice [illegible]	Little Rock	351-5611	Candice [illegible]
Ronnie Natt	Little Rock	414-1934	Ronnie Natt
[illegible] Williams	Little Rock	348-5809	[illegible]
[illegible]	LR	944-9929	[illegible]
[illegible]	LR	338-9913	DeWayne [illegible]

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
*Ricardo Boraum	Little Rock	501-351-2731	Ricardo Boraum
Betty Randolph	L.R.	501-258-1575	Betty Randolph
Thomas Reed	L.R	541-345-2	Thomas Reed
Gwen Heard	LR	425 2567	Gwen Heard
SHA TRIDGEON	LR	(501)	Sha Tridgeon
Wanda Lewis	Bossier City		Wanda Lewis
Von Lewis	Bossier City		Von Lewis
Dwight Tridgeon	LR		Dwight Tridgeon
Lesly James	LR		Lesly James
Cheryl Brown	LR		Cheryl Brown
Desira Sexton	LR	501-258-4792	Desira Sexton
Carolyn Hall		501-744-9073	Carolyn Hall
Daniel Potts	LR	442-4288	Daniel Potts
Veronica Reed	LR	836 8197	Veronica Reed
Eric Taylor	Sherwood	501 255 4705	Eric Taylor
Tameeka Smith-Lee	Sherwood	501-246-3471	Tameeka Smith-Lee
James Scaife	Maumelle	501-944-3140	James Scaife
John Destefano	Houston, Tx	512-903-5412	John Destefano
Jerry Evans	Searcy, AR	501-827-8787	Jerry Evans
Wallace Hood	Houston, TX	870-648-9637	Wallace Hood

554-2255
Rev. Gfissom

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Nicki Seath	Jacksonville	770-547-1204	
Courtney Frierson	Little Rock	404-908-7511	
LEE CLEMONS	LR	—	
Will Lallysle	LR		
Deandra Thomas			
Hilda Galvan	LR		
Teresa Scaife	LR	960-3611	
Jennifer Black	LR	—	
Andrea McCleer	LR	490-0336	
Angela Harvey	LR	490-0336	
Megan Evans	Searcy	(501)593-8737	
Rickie O. Holmes	L.R	901-649-0914	
Dawn & Eddie Gilbert		314-363-3962	
Ruel Myrie	NLR	501-835-2616	
Tim Linzy	Little Rock		
Jim Edmonds	Little Rock	501-607-4368	
Charlotte Besch	Little Rock	501-569-8459	
Tamarcus Hill	NLR		
Jay Dunn	LR	501 612 6448	
Pamela Hill	LR	501-960-2011	

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Vatonya White	LR	501 247 7882	Vatonya White
LaCresha White	Mabelvale	501-766-0013	LaCresha White
Tershele Neal	NLR	501 833 8281	Tershele Neal
Lashonya Neal	NLR	501 833 3251	Lashonya Neal
Kevin Randall	Maumelle	681 869 5323	
Mary Hill	Maumelle	(501) 413-3347	Mary Hill
Debra K Culley	NLR	501-765-2737	Debra K Culley
Krystle Browning	LR	501.539.3443	
Charles Hammond			Charles Hammond
Rashad Mayfield		708-510-1911	Rashad Mayfield
Jonnetta Jackson	LR	501-741-2983	Kenneth Godso
Michal E. Brown	NLR	374-1500	Michal E. Brown
Shannon Keith	LR	501-301-154	
Kenneth Knight	LR	" "	
Jones Dorle	LR	5012213225	Jones Dorle
James Armstrong	LR		James Armstrong
Kelley Hilgrell	LR. Ar		Kelley Hilgrell
Mary Mo Keeton			
Eqyeenes Wright	C.R	612-0783	Eqyeenes Wright
Samuel Henson	NLR	7720784	Samuel Henson

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Khari Randolph	N. LittleRock	901-786-8420	
Mildred Randolph	LITTLEROCK	501 766 8813	
Bruce Randolph	LITTLEROCK	901 497-1404	
FRANKLIN JACKSON	Little Rock	501 952-9976	Franklin Jackson
Earl Tennard	L. R. A	501-563-9137	
TERRENCE WILLIAMSON	LR, AR	501 952 4986	
W. Taylor	L K M	3964543	
Curtis Thorpe	LRA	568-0675	
Jonathan Brown	LRA	563-8773	
GWEN RUCKER	LR	353-1210	
Robert Jackson	L.R.	5163146	
John Peterson	L.R	501- 744-2429	
April Smith	NLR	501 744-3502	
Celophia Williams	LR	501-398-4287	
Kevin Thornton	LR	501-612-6982	
Michael Harris	Bryant	501-517-2905	
Brenda Stenhouse	L.R.	501-353-1404	
Dwayne Thompson	LR	501-615-4240	
Joyce Thompson	Sweet Home	(501) 650-4488	
Yvette Rene Williams			

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Breiona Hamilton	LR		Breiona Hamilton
Carvelle Giffress	LR		
Daryl Johnson	LR		
Ronaycaeman	LR		
Darius Miller	LR		
Anthony Robinson	LR		
Jeffrey Brown	Nassau Bahamas		
Shaunta Bent	LR		
Priscilla Warren	LR		
Kamarlo McAdoo	LR		
Cassandra McAdoo	LR		
Vashra Sears	Nassau, Bahamas		
Kai Carey	LR		
Marissa Bouanh	Venh AK		
Latisha Fsich	LR		
Kerry Mockey	~~Address~~ LR	501-204-1082	
Amber Brand	LR	901-299-0895	
Rebekah A. Hill	LR	(773)957 5362	
Darcikia S. Finder	LR		

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Marcus Love	NLR		Marcus Love
DAVIS CHARLIE	L.R		Charlie Davis
Cheriona Harris	L R	501-7449036	Cheriona Harris
Kristopher Harris	LR		Kristopher Harris
Brayton Harris	LR		Brayton Harris
Edmond Blue	LR		Edmond Blue
Bryan Boles	LR		Bryan Boles
Roosevelt Blackman	L.R		Roosevelt Blackman
Nyla Stewart	LR	553-0343	Nyla Stewart
Marquis Jeffrey	Lr	455-9218	
John Brown	L.R.		
Terrell Terrell Turner	LR		Terrell Turner
Lonny Reed	L.R		
DONNA Donna Harris	LR		Donna Harris
Cassandra Taylor	LR	501-398-7687	
Tony Davis	NLR		
Amanda Bray	LR	870-647-2284	Amanda Bray
Geanna Hammond	NLR	5013984492	
Seen williams	NLR	501-612-1563	

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Andre walker	Little Rock Ark	838-8179	Andre Walker
Carrie Lythe	Little Rock	291-7947	Carrie Lythe
Kimberly Mayberry	Little Rock	352-1397	Kimberly M.
Jamy Carroll	Little Rock	951-4951	Jamy Carroll
Ramona L. Mitchell	Little Rock AR	870-914-2142	Ramona L. Mitchell
Robyn Scott	Little Rock	501-413-8275	Robyn Scott
Jonathon Brown	Little Rock	501-563-8773	JBC
Mildred Rankin	Little Rock	6017468813	Mildred Rankin
SANDRA BELL	Little Rock	501-563-1460	
Edwin Cook	Little Rock	501-374-7149	Edwin Cook
Lesa Wrenn			
Vernon Ross			
James CARR			
NICOLE BROWN	N. L. R.	758-7045	
Chris Eddy	Little Rock	501-837-7775	
Rita JONES	LITTLE ROCK	501-786-9867	
Antonio Buchanan	Little Rock	501-772-2654	
Edna Patterson	Little Rock	501-541-8391	
Bryant Hampton	LR	501-442-5199	

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Sharna Avery	NLR	501 5537565	Sharna Avery
Jazzlyne Dotson	NLR	501-812-9161	Jazzlyne D
Jazmine Dotson	NLR	501-414-8527	Jazmine Dotson
LAWRENCE BARBEE	NLR	501-833-6030	Lawrence Barbee Sr.
Beverly Palmer	LR	501-920-4574	Beverly Palmer
Charles Carodine	LR	501-425-4853	
Jenné Richardson	LR	501-850-4543	Jenné R. Richardson
TERRY WILLIAMS	LR	501-413-8944	
TONY TALBERT	N LR.	501-541-3762	Tony Talbert
Deares Settles	NLR	501-617-9147	Deares Settles
	L.R.	501-888-2054	
Betty Smith	L.R.	501-374-7607	
Mary Black	L.R.	501-888-2054	Mary Black
Chris Johnston	L.R.	501-580-3047	
Shatara Trotter	NLR	(501)413-5826	Shatara R. Trotter
Telia Hadley	Sherwood	501-319-3720	Telia Hadley
John F. Smith	LR	501-859-3328	

Thursday 11:00 Meeting

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
ERIC McGee	MABELVALE	501-993-7808	Eric McGee
Kristina Dyer	Little Rock	501-744-6447	Kristina Dyer
Keith Bruce	Little Rock	5019449906	Keith Bruce
Bobbie Rudley	Little Rock	501 7864799	Bobbie Rudley
Denise Harris	LR	5012863040	Denise Harris
Kimberly Morris		501-517-3164	Kimberly Morris
Cynthia Lyricha	L.R	501-6070186	Cynthia Lyricha
Sanford Jolliette	L.R.	(501-821-3714)	Sanford Jolliette
Jacob Eichelberger	LR	(870) 395-1503	Jacob Eichelberger
Andrea Scales	LR.	501 291-9996	
[illegible]	LR	501-503-[illegible]55	[illegible]
Wayne	NLR		Wayne Howard Jr
Laquita Howell	L.R	501)838-8800	Laquita Howell
LARRY HUNTER	L. R	372-8708	Larry Hunter
GARY Stewart	L. R.	501 563-8053	Gary Stewart
Herbert Mackey	L. R	501 779-6104	Herbert Mackey

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Lisa A. Breen	Little Rock, AR		
TROY PARKER	LITTLE ROCK AR		
Kerry Herren	Little Rock, AR		

"I support the establishment of Premier High School of Little Rock, a ResponsiveEd free school of choice, in the Little Rock/ Pulaski County area."

Name	City of Residence	Phone Number	Signature
Tonya Calloway	Little Rock, Ar	870-347-7358	
Bryan Vicky	NLR	501 444 6655	
Marcus Trammell	NLR	501-348-0614	
Kerry Herren	Little Rock, Ar		

ARKANSAS BAPTIST COLLEGE

OFFICE OF THE PRESIDENT

Fitzgerald Hill, Ed.D.

August 31, 2012

Arkansas State Board of Education
#4 Capitol Mall
Little Rock, AR 72201

RE: Letter of Support

I am writing to advise you of my pleasure in announcing the support of your application for an open-enrollment public charter school in Little Rock, Premier High School, which if I understand correctly focuses specifically on drop-out recovery.

After meeting with you and discussing your vision for the school, I realize that we share a passion and a vision for providing quality educational services to underserved students.

The location of Premier High School on our campus will provide Arkansas Baptist College (ABC) an opportunity to expand our community empowerment efforts, and help to continue uplifting students and families in our community. In return, I believe our college will provide the school with many resources already in place. The dining hall, auditorium, library and other campus facilities will be accessible to Premier High School. In addition, ABC will offer mentor assistance for enrolled students as well as offer higher education aspirations and support.

You have my wholehearted support in your pursuit of this venture. Arkansas Baptist College looks forward to the beginning of a new chapter of growing students and our community.

Sincerely,

Fitz Hill

Fitz Hill

1621 DR. MARTIN LUTHER KING DRIVE • LITTLE ROCK, ARKANSAS 72202
TELEPHONE: 501-244-5110 • FAX: 501-372-7992
fhill@arkansasbaptist.edu • www.ARKANSASBAPTIST.edu

Marion A. Humphrey
ATTORNEY AT LAW

July 26, 2012

Arkansas Department of Education
Little Rock, AR 72201

Re: Responsive ED

Dear Sirs/Mesdames:

This letter is written in support of the objectives of ResponsiveED in establishing middle and high schools in Arkansas. There is a tremendous need for diversity in educational opportunities. As parents make decisions about the education of their children, it is important that as many options as possible are made available to them. It is for them to decide what type of school is best for their children.

ResponsiveEd emphasizes the type of accountability in instruction, discipline and parental involvement that some parents find very attractive in choosing a school for their children.

I hope that your department will give approval to the application for charter schools for ResponsiveEd.

Thank you for your consideration.

Sincerely yours,

Marion A. Humphrey
Attorney at Law

MAH/vth

108 South Rodney Parham
Little Rock, Arkansas 72205
-7612
-7613
marionhumphreysr@gmail.com.

St. Mark Baptist Church

REACHING PEOPLE WHERE THEY ARE™

August 23, 2012

Responsive ED Charter School
1301 Waters Ridge
Lewisville, Texas 75057

To Whom It May Concern:

My name is Nate Stewart and I am the Youth, Young Adult and Singles Pastor at the St. Mark Baptist Church in Little Rock, Arkansas. I am writing today in support of Responsive ED Charter School.
As a devoted youth leader and supporter of quality education, I fully endorse the Responsive ED School and have no doubt it will be a major pillar in our state and community. I firmly believe:

- The school will provide a unique opportunity for students interested in bouncing back from discouraging circumstances that hindered their educational goals.
- The school will provide another educational option for the families in the state. Classroom environment is so important.
- Responsive ED will provide an academic curriculum emphasizing the preparation and exploration of subject matters that will impact students after completion and into their college years.

One of the greatest challenges and responsibilities of our nation is to educate our youth promoting critical thinking, problem solving, communication skills and decision making skills. It is clear that this is the vision of this great institution.
It has been such a joy to meet with staff members of Responsive ED. Their passion, dedication and love for student success were impressive.
It gives me great honor to play a small part in making this vision a reality in our state.
Should you have any further question, don't hesitate to contact me at (501)940-8009 of nstewart@smark.org.

Sincerely,

Nate Stewart
Youth, Young Adult and Singles Pastor

5722 W. 12th Street ~ Little Rock, AR 72204 ~ 501-663-3955 ~ 501-707-0334 fax ~ 501-663-4924 fax

RG

Y.I.AM Project
www.facebook.com/y-iam

August 28, 2012

To Whom It May Concern,

My name is Elston Forte, Founding Executive Director of the Young Intellectual Active Minds (Y.I.AM) Project. I am writing this letter to render my full support of Responsive ED's initiative to place Quest and Premier charter schools in the Little Rock area. We at the Y.I.AM Project understand the importance of not only insuring that our youth receive a quality education, but also that students need to learn and grow in stimulating, innovative environments. The Quest and Premier Charter Schools are consistently ranked among the best in the nation and have a proven standard of excellence that can be witnessed both inside and outside the classroom. I am confident that the Quest and Premiere Charter Schools will have a significant positive impact on the Little Rock school system. The Y.I.AM Project strongly believes that every student, no matter their race, religion or socioeconomic status, deserves access to a top-quality education. As open enrollment charter schools, this opportunity would be made available to all students, tuition free. Furthermore, this initiative will help stimulate the economy in Little Rock by providing jobs to local educators and various other individuals who work within a school setting. Let's get serious about education and the future of our youth and bring the Quest and Premier Charter Schools to Little Rock, Arkansas!

Thank you for taking the time to consider this offering of support. Please feel free to contact me if you have any questions/concerns.

Sincerely,

Elston Forte
Founding Executive Director of the Y.I.AM Project
Elstonbforte@gmail.com
Ph. (501) 256-5752

RANDOLPH OCCUPATIONAL MEDICINE SERVICES
6701 West 12th Street, Suite 8
Little Rock, Arkansas 72204
501-661-8183 • Fax: 501-661-9650
www.roms-memphis.com • brandolph@roms-memphis.com

To Whom It May Concern:

I write this letter in support of Responsive Education Solutions (Responsive ED). I support the establishment of Quest Middle School and Premier High School in Pulaski County because Responsive Ed can provide quality educational options to all disenfranchised students. I am a local physician, business owner, minister, husband, and father of three wonderful children. Pulaski County is an astonishing county to live in but the lack of educational options are a major concern and dilemma, which Responsive Ed has the solution. I encourage the Arkansas State Board of Education to approve the application submit but Response Ed for Quest Middle and Premier High School in the State of Arkansas.

Thank you,

Bruce W. Randolph, MD, MPH

Dr. Patricia Washington McGraw
721 Ouachita Drive
Little Rock, AR 72205

July 31, 2012

TO WHOM IT MAY CONCERN:

As a retired English Professor and Director of African and African American Studies, from both the University of Arkansas at Little Rock (UALR) and the University of Central Arkansas (UCA), and founder/executive director of The McGraw Learning Institute: Abilities Unlimited, it gives me a great deal of personal pleasure to submit this letter of support for the establishing of a Responsive Education Solutions (ResponsiveED) program for my native city of Little Rock, Arkansas! The energetic and creative reputation of this new-wave educational development idea first came to my attention several years ago when I visited my son who resides in Lewisville, Texas; now, the thought that said charter school opportunities may come to my home town is overwhelming, and I am eager to assist in its coming into being and formulating said programs.
Since the goal of "opening a network of small, high-quality schools that are responsive to local community needs and designed with the individual student in mind" is your purpose, then, know that I shall spread the word to my colleagues, associates, friends, and church members! Most have or know children who are in great need of such educational and social services.
I may be contacted at: 501-227-7458 (home), or 501-517-2802 (cell phone). Please let me know if you need further data.
Congratulations on having this ideal educational program, and God speed!

Sincerely, with Grace and Joy,

I am,

Patricia Washington McGraw, Ph.D., Curator: Washington Heritage House;
national Literary Consultant; roots: Fulbe/Fulani of Niger,West Afrika;
Nana Hemaa Akua Asantewaa mPata; (Ghana: Queen Mother; Umubyeyi: Supreme
Mother, Rwanda); Iyabode: Queen's Arrival: Nigeria; ASCAC facilitator;
Imani Temple, sebai; Bible Studies instructor, RKYoung.

August 1, 2012

Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

To Whom It May Concern:

This letter is in relation to the initiatives executed by Responsive Education Solutions for the Quest Middle School and Premier High School charter consideration. As a concerned parent, I understand the need for better schools in our community.

It is imperative that students are provided a safe environment for their educational needs. Faculty and staff must have the best interest of the student by providing a catered curriculum and quality education. This approach will help minimize each student's weakness by improving their strengths and talents.

I support educational options such as Quest Middle School and Premier High School. In my opinion, students will be provided a quality education, leadership qualities, interpersonal skills, and an impressive work ethic.

Cordially,

Angela Barnes

Angela Barnes, MBA

26 Angel CT
Mabelvale, Arkansas 72103

Arkansas Board of Education

Little Rock, Arkansas

I am writing in support of the charter school application submitted by Responsive Education Solutions for the Quest Middle School and Premier High School. There is a great need in our area for new and free educational opportunities for students.

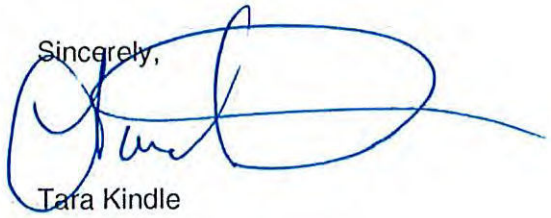
I made the decision to take the kids to a school outside of Little Rock District after three years of frustrations with the lack of attention my son was receiving in the City School System.

From kindergarten through the second grade, he struggled like so many boys do. Reading was a huge challenge for him, so I did what any good parent would do: I hired a tutor, talked with his teacher and even his principal so that we could "make a plan." I was told time after time by his teachers that they had too many students in their classroom to just focus on one child.

There are so many children throughout our state that are slipping through the cracks of the public-school system. Our classrooms are overflowing, and our teachers are doing the best that they can in a system that is overwhelmed.

I strongly believe that charter schools would give those children who are struggling in the traditional public school system a chance to flourish and learn in the environment that best meets their needs.

Sincerely,



Tara Kindle

79 Saxony Circle

Little Rock, AR 72209

ATTACHMENT 9– Assurance Form

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 traditional 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 involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. 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.

_____ Date: _____

Signature of
President of the Sponsoring Entity Board of Directors

_____

Print or type name

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner):	Arkansas Baptist College
Lessee (Tenant):	Responsive Education Solutions of Arkansas

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:	None; it is anticipated that the facility will be new construction
Premises:	1621 Dr. Martin Luther King Drive, Little Rock, AR (address) Approximately 10,000 square feet with additional combined use of certain college facilities such as cafeteria, auditorium, library, etc.
Terms of Lease:	Initial lease term will be for five (5) years with subsequent renewal options
Rental Amount:	$16,500 per month
Contingency:	The terms of this agreement are contingent upon Responsive Education Solutions of Arkansas (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Responsive Education Solutions
Of Arkansas

By _____
Robert Davison

Date 8/29/12

Lessor:

Arkansas Baptist College

By _____
Dr. Fitzgerald Hill

Date 8/31/12

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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Marvin L. Reynolds Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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    (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

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Marvin L. Reynolds Date: 08/29/2012

Signature of
President of the Sponsoring Entity Board of Directors

Marvin L. Reynolds
Print or type name

2012-2013 Application Cycle

Additional Documents

Premier High School of Little Rock
Little Rock, Arkansas

2012-2013 Application Cycle

Additional Documents

Premier High School of Little Rock
Little Rock, Arkansas

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 28, 2012

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Re: Premier High School of Little Rock Charter Application

Dear Dr. Kimbrell:

On September 27, 2012, the LRSD Board of Directors voted unanimously not to approve the Premier High School of Little Rock Charter application for the following reasons:

1. Premier High School proposes to serve a range of students "from at-risk, credit recovery students to students with a capacity to accelerate their education effectively." Premier proposes to do this in a way that would duplicate services already available in LRSD through the Accelerated Learning Center and the Evening High School. The Premier program would also likely duplicate services at another charter school, SIATech.

2. Premier High School seeks extensive waivers, including waivers of most of the laws which establish qualifications, compensation and due process for teachers and staff.

3. Premier High School will not provide transportation, making the school inaccessible to the most economically disadvantaged students in Little Rock.

4. Premier High School's budget is based on NSLA funding for 85 students out of total of 240 students at the rate of $1033 per student. The NSLA funding rate will be only half that amount if Premier enrolls only 85 NSLA students.

5. The Premier High School proposed budget shows funding for only one Special Education Teacher, which is inadequate to address the many categories of children with disabilities.

In addition to the specific concerns listed above, the Arkansas Department of Education and the Arkansas State Board of Education are aware of LRSD's general concerns about the proliferation of unconditionally approved open enrollment charter schools in Pulaski County in violation of the 1989 Settlement Agreement and related federal court orders. LRSD's most recent articulation of those concerns can be found in its Motion to Enforce the 1989 Settlement Agreement and Motion for Summary Judgment, both of which have previously been provided to ADE and SBE.

The concerns set forth above about the proposed Premier High School caused the LRSD Board of Directors to unanimously reject this application. The State Board of Education should do the same.

Sincerely,

Morris Holmes
Superintendent

cc: Dr. Mary Ann Duncan
Charter Schools, Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601
Little Rock, Arkansas 72216
www.pcssd.org
(501) 234-2000

September 28, 2012

Tom W. Kimbrell, Ed.D.
Commissioner of Education
Arkansas Department of Education
Four Capital Mall
Little Rock AR 72201-1019

Re: Pending Charter School Applications

Dear Commissioner Kimbrell:

The following are some comments and concerns regarding the pending charter school applications.

First, PCSSD understands Lighthouse recently withdrew its application. We will, therefore, not comment upon it.

We also believe that the Arkansas Leadership Academy application has multiple flaws, is incomplete and does not even identify a facility to house the school.

I recall writing to you last year about the KidSmart application which I recall the state board rejected. We are concerned about the extent of the waivers sought which include such basic things as teacher and staff qualifications, compensation, and waivers for a guidance and counseling program, a gifted and talented program and even a media center. Also, as is the case with most of the charter schools, they do not propose to provide transportation.

The Premier application contains some of the same deficiencies including no transportation, extensive waivers including waivers for teacher qualifications, compensation, and the like. We also believe the desegregation impact analysis is deficient upon its face as is that for KidSmart.

On balance, and consistent with previous PCSSD policy, we believe these concerns are sufficient to warrant our opposition to these applications.

Sincerely,

Dr. Jerry Guess
Superintendent

cc: Jeremy C. Lasiter, General Counsel
Ms. Phyllis Stewart, State Board Office

2012-2013 Application Cycle

Review

Council

Overview

Quest Middle School of Pine Bluff
Pine Bluff, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

October 12, 2012

Mr. Chris Baumann
Responsive Education Solutions of Arkansas
1301 Waters Ridge Rd.
Lewisville, TX 75057

Re: Quest Middle School of Pine Bluff Charter School Application

Dear Mr. Baumann:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can 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 any conclusion or recommendation of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

Quest Middle School of Pine Bluff Pine Bluff, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan			X
Standard 14: Financial & 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
TOTAL	0	0	21

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Quest Middle School of Pine Bluff
Pine Bluff, Arkansas

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new open-enrollment 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 an open-enrollment public 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
WITH RESPONSES

Name of Proposed School: **QUEST MIDDLE SCHOOL OF PINE BLUFF**

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: **Applied**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity.	**Pages 6-7**
D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process.	**Page 7**
State which board members are being discussed in the section titled Board Members.	**Page 8**
Explain if the Community Advisory Committee is the same as the school board.	**Page 9**
Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity.	**Page 10**

Concerns and Additional Questions

Explain which governing board is referenced in C as B states that there will be a governing board of the school and a governing board of the sponsoring entity.

Response

For the sake of clarity, in this document all references to the sponsoring entity, Responsive Education Solutions of Arkansas, will be referred to as ResponsiveEd. All references to the non-profit education management organization located in Lewisville, Texas, Responsive Education Solutions, will be referred to as ResponsiveEd of Texas.

To clarify, the governing board of the sponsoring entity will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same. Therefore, the roles and responsibilities as outlined in section C on page 6, and the Board Member section of page 8, will be that of the sole governing board.

Concerns and Additional Questions

D states that the board will function according to existing ResponsiveEd bylaws. Since ResponsiveEd will be managing the operations, and bylaws were not included, describe each of the following for both the sponsoring entity board and the school board: Board composition; and Board selection process (pg. 7).

Response

A copy of the entity bylaws has been included for your review. A minimum of five members will serve on the board which will be comprised of Arkansas residents and local school community representatives. The current Board of Directors will solicit applications from qualified candidates who are interested in promoting the interests of the organization through service on the board before the State Board of Education in November or December of 2012. Subject to Article 3.03 of the Bylaws, new board members will be selected from a pool of qualified candidates by the remaining Directors.

Concerns and Additional Questions

State which board members are being discussed in the section titled Board Members (pg. 8).

Response

The board referenced on page 8 is the governing board of the sponsoring entity and the local school board as they are one and the same.

Concerns and Additional Questions

Explain if the Community Advisory Committee is the same as the school board (pg.9).

Response

The Community Advisory Committee, referenced on page 9, is not the same as the school board. The Community Advisory Committee is similar to a Parent Teacher Association or Parent Teacher Organization as it will provide a medium through which parents can become more involved in the education of their children. Although the Community Advisory Committee will hold no official governing authority, it will be a source of information for school based decision making initiatives.

Concerns and Additional Questions

Confirm that the board referenced under the section titled Transition to Arkansas Board is the governing board of the sponsoring entity (pg. 10).

Response

To clarify, the governing board of the sponsoring entity will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify the measurability of the Mission Statement.	**Page 11**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain parent monitoring. **For clarification, a waiver of the 38 units of study has not been requested; therefore compliance with Standard 14.03, which requires each course to meet a minimum of 120 clock hours must be followed.** **Clarify how credit determination will be made.**	

Concerns and Additional Questions

Explain parent monitoring. Pg. 16

Response

Parent Monitoring, as referenced on page 16 in the Interventions section, refers to actions taken by parents to monitor the academic progress of their children by activities such as reviewing report cards, progress reports and ensuring the completion of homework.

It's important for parents to keep up with how their children are doing in school. Talking with children about what they learned in school, their favorite subjects, and upcoming tests or projects are simple ways of monitoring. Monitoring sleep habits, organizational skills, vision and hearing to make sure students are prepared for school are beneficial for optimal student performance.

Concerns and Additional Questions

For clarification, a waiver of the 38 units of study has not been requested; therefore compliance with Standard 14.03, which requires each course to meet a minimum of 120 clock hours must be followed.

Response

ResponsiveEd wishes to clarify its application under this Standard to reflect that it does wish to request a waiver of Section 14.01 (Standard IX: Graduation Requirements) of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules).

While ResponsiveEd does not wish to seek (and knows that it cannot seek) a waiver of the high school graduation requirements, it does wish to seek a waiver of the provisions of Section 14.0 of the Standards Rules which would require it to offer the full thirty-eight (38) units of course offerings to each student. Quest Middle School of Pine Bluff would ask for the flexibility to tailor our curriculum to each student's needs, and that may entail course offerings of less than 120 hours of -seat time‖ for each credit unit awarded.

Concerns and Additional Questions

Clarify how credit determination will be made.

Response

To clarify, when grades 9 – 12 are added, Quest credit determination method, credits for all courses offered at Quest are earned on an independent semester basis with a minimum grade of 70 as the passing score. Students must pass semester A and semester B independently with a minimum passing score of 70. (The district does not average semesters for courses where a grade may have been less than the passing grade of 70 in an effort to earn a full credit.) All courses are listed in the district's AAR (Academic Achievement Record) or transcript with two semester grades that are passing and one credit earned is noted.

The ResponsiveEd of Texas curriculum department has developed all of our courses for the common core subject areas and electives. Each course is composed of ten units comparable to the traditional chapters in a book with the successful completion of 5 units awarding 1/2 credit (semester A) and the completion of another 5 units (semester B) with the successful completion of all 10 units awarding 1 credit.

Each unit has an individualized mode of operation where the student goes through the curriculum reading the text, completing quizzes, practice or formative tests and unit or summative tests. For mastery, students must score at least a 70. If the student does not score a score of 70, the student

goes through the unit again emphasizing the parts or concepts not understood. Lead teachers and pullout teachers are available to help the student before the student takes the unit test again until the outcome standard is met.

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 are 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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain "effective growth." **Explain how the achievement of Goal 5 will be documented to the State Board of Education.**	**Page 21**

Concerns and Additional Questions

Explain "effective growth." Pg. 21

Response

Quest Middle School defines effective growth, as referenced on page 21, as evidence of increasing growth of skills as documented by the completion of skill proficiencies in the unit's by meeting the benchmarking standards established for each unit's skill proficiency area.

Concerns and Additional Questions

Explain how the achievement of Goals 5 will be documented to the State Board of Education.

Response

Achievement of Goal 5, as referenced on page 21, will be documented to the State Board of Education with the establishment of a summary chart of pre and post test data that indicates the percentage of students who successfully completed skill proficiencies found in each unit of study.

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify if there an intention to deviate from the minimum curriculum requirements of the standards for accreditation for grades K-12. **Arkansas requires that the 38 units not only be offered but taught every year with students enrolled in each course annually. Explain the charter's plan for providing the required 38 units mandated by law to be taught in grades 9-12.**	**Page 54**

Concerns and Additional Questions

Clarify if there an intention to deviate from the minimum curriculum requirements of the standards for accreditation for grades K-12.

Response

The scope of all required courses will be taught in a self-determined environment where students will work in collaboration with teachers to progress through the

sequence of courses in grades 9 - 12. The scope of required social studies and sciences courses for grades 7 and 8 will be taught in a self-determined environment where students will work in collaboration with teachers to progress through the sequence of courses in preparation for self-directed instruction in high school grades. Quest will follow the routine scope and sequence for core courses in grades 5, 6, and all other middle school courses except grade 7 and 8 social studies and science courses.

Concerns and Additional Questions

Arkansas requires that the 38 units not only be offered but taught every year with students enrolled in each course annually. Explain the charter's plan for providing the required 38 units mandated by law to be taught in grades 9-12.

Response

Page 22, Standard 8, proposed new, concluding paragraphs:
As stated in our response to Standard 6, ResponsiveEd wishes to clarify its application under this Standard to reflect that it does wish to request a waiver of Section 14.01 (Standard IX: Graduation Requirements) of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules).

While ResponsiveEd does not wish to seek (and knows that it cannot seek) a waiver of the high school graduation requirements, it does wish to seek a waiver of the provisions of Section 14.0 of the Standards Rules which would require it to offer the full thirty-eight (38) units of course offerings to each student. Quest would ask for the flexibility to tailor our curriculum to each student's needs, and that may entail offering less than 120 hours of ‑seat time‖ for each credit unit awarded.

As high school grades are added, it is the intent of Quest Middle School to assess every student who enters the school during the high school grades to determine how many credits they will need to earn the 22 credit units required for graduation, and then compose an individualized education plan for each student to acquire those credits. Quest Middle School would offer any of the remaining 16 credit units within the 38 upon request to its students, either through its own staff, distance learning or through agreements with other public schools as authorized by Ark. Code Ann. § 6-13-801 *et seq.*

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information regarding districts within the geographical area.	

Concerns and Additional Questions

Provide information regarding districts within the geographical area.

Response

To clarify, Quest Middle School of Pine Bluff will serve the geographical area of Pine Bluff, Arkansas, in Jefferson County, and will be located within the boundaries of the Dollarway School District. Quest's use of a classical-based curriculum will ensure students a solid foundation of content learning. It is expected that up to 220 students in grades five to eight in year one, and up to 460 students in grades five to twelve within five years will come from the Pine Bluff School District, Dollarway School District, Watson Chapel School District, and White Hall School District. According to the 2011-2012 enrollment information housed on the Department of Education Data Center's website, the Pine Bluff School District contained 4,573 students; the Dollarway School District contained 1,449 students; the Watson Chapel School District contained 3,047 students, and the White Hall School District contained 2,973 students.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Elaborate on the student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school.	

Concerns and Additional Questions

Elaborate on the student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school.

Response

Quest Middle School recruiting and marketing strategies are targeted to ethnically diverse populations and are designed to generate a student enrollment that is reflective of the community surrounding the school.

When Quest is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

- **Brochures**
- **Website**
- **Newspaper advertisements**
- **Press releases**
- **Radio advertisements**
- **Flyers**
- **Postcards**
- **Direct Mail**

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public "Open House" meetings. The intended—and historically realized—goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

The Regional Director is responsible for developing and managing relationships within the community. To that end, each school seeks to establish partnerships with local youth-serving organizations (i.e., Boys & Girls Clubs, YMCAs, etc.) to make them aware of Quest and how the school can benefit students that they may serve who may be interested or benefit from attending Quest.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain which board will be the ultimate governing body for the school.	**Page 23**
Provide the specific qualifications for the superintendent.	**Page 24**
Correct the typographical error in H so that it states Quest, rather than Premier.	**Page 30**
Provide the job descriptions and qualifications of the chief financial officer and chief operating officer.	**Page 35**
Explain the intentions regarding class size ratios.	

Concerns and Additional Questions

Explain which board will be the ultimate governing body for the school (pg. 23).

Response

The governing board of the school and the sponsoring entity board will be one and the same as referenced on page 23.

Concerns and Additional Questions

Provide the specific qualifications for the superintendent (pg. 24).

Response

Please see attached job descriptions for qualifications of the Superintendent (pg.24). In order to give us the opportunity to attract the best school superintendent to work in our unique school environments, we wish to request this waiver from the licensure requirement for our superintendent position.

- **Section 15.01 of the Standards Rules and Ark. Code Ann. § 6-13-109 (both concerning the licensure of school superintendents); and**
- **Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).**

Concerns and Additional Questions

Correct the typographical error in H so that it states Quest, rather than Premier (pg. 30).

Response

To clarify / correct, the statement on page 30, in the section referring to Required Knowledge, Skills, and Abilities of the Administrative Assistant / Campus Secretary position should state, -H. Must be able to disseminate information according to Quest, state, and federal guidelines.‖

Concerns and Additional Questions

Provide the job descriptions and qualifications of the chief financial officer and chief operating officer (pg.35).

Response

Please see attached job descriptions for qualifications of the Chief Financial Officer and Chief Operating Officer (pg. 35).

Concerns and Additional Questions

Explain the intentions regarding class size ratios.

Response

Quest Middle School shall adhere to applicable class size ratio requirements.

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
	X	

Strengths	Reference
Applicant states that a budget will be prepared annually by July 1 and presented to the Advisory Board for approval no later than July 15. The approved budget will be submitted on or before September 1. This meets the required deadline of September 30. **The applicant states they will comply with all Arkansas procurement laws.**	**Pg. 34**
Concerns and Additional Questions	**Reference**
The Business Manager (CFO) even if contracted 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. **The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify.** **The applicant has included revenue that is not guaranteed under other sources.** **Applicant should clarify amounts budgeted for purchased services under administration as well as which positions**	**Pg. 64** **Pgs. 56 & 60**

are included in the 3.5 that make up the salary amount.	
	Pgs. 56 & 60
Applicant should clarify what makes up $10,450 year 1 and $8,500 year 2 budgeted under other administrative	
Applicant should clarify what positions are included under Special Education.	**Pgs. 57 & 61**
Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted.	
Applicant has budgeted food services cost possibly low, and at same amount as the federal CNP revenue budgeted amount. Please clarify.	**Pgs. 58 & 62**
Amounts budgeted under purchased services appear low to provide financial services. Please clarify fiscal services budgeted expenditures.	**Pgs. 58 & 62**
Fringe benefit rate budgeted 27.16% year one and 26.36% year 2, is this correct?	**Pgs. 56 & 60**
Applicant should provide information regarding budgeted restoration amount of $100,000 year 1. Does a bid exist for this budgeted amount?	
Applicant should clarify purchased services amount for Guidance services since a waiver is requested	
Explain which board will approve the budget	**Page 34**
NSLA funding is understated.	

Concerns and Additional Questions

Explain which board will approve the budget (pg. 34).

Response

In reference to which board will approve the budget referred to on page 34, the ResponsiveEd of Arkansas board will approve the budget. The board of the sponsoring entity and the board of the school are one and the same

Concerns and Additional Questions

NSLA funding is understated.

Response

To clarify NSLA funding, NSLA Funding should be 220 enrollment X 83% poverty X $1,033 per student = $188,057. The adjustment has been made in the attached, revised budget. This adjustment impacted classroom teacher salaries and benefits in the budget.

Concerns and Additional Questions

The Business Manager (CFO) even if contracted 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.

Response

A waiver is requested for the ADE Rules Governing Minimum Qualifications for General Business Managers. ResponsiveEd of Texas employs three Certified Public Accountants (CPAs) in their administrative offices, and one will be fully trained in APSCN reporting, rules and procedures. The duties of the Business Manager will be performed by one of ResponsiveEd of Texas's CPAs. Quest Middle School will contract with ResponsiveEd of Texas to provide these services.

While we are seeking a waiver for flexibility, the individual assigned the duties of the Business Manager will receive all the training and support in Arkansas law and procedures necessary to perform the functions. The individual assigned will complete the minimum 5 Certified Arkansas School Business Official (CASBO) courses per year and the 10 required courses and 5 elective courses within 3 years plus any other mandated or necessary training to ensure compliance with Arkansas laws and standards.

Concerns and Additional Questions

The applicant provided salary schedules, but one cannot determine how a salary would be calculated because only ranges are listed. Please clarify (pg. 64).

Response

Please see attached, proposed salary schedule example for clarification on how salaries are calculated. Salaries will be calculated based on experience and qualifications.

Concerns and Additional Questions

The applicant has included revenue that is not guaranteed under other sources (pgs.56& 60).

Response

Please see attached, revised budget to clarify the issue regarding included revenue that is not guaranteed as referenced on pages 56 and 60. All federal revenues have been removed.

Concerns and Additional Questions

Applicant should clarify amounts budgeted for purchased services under administration as well as which positions are included in the 3.5 that make up the salary amount.

Response

Purchased services under administration includes an administrative fee of 15% of state revenues to cover the cost of central office services for finance, business manager functions, marketing, information technology, curriculum development, human resources, facilities, special education oversight, training, and any other administrative needs of the school. An additional $5,000 is included for legal and board related costs. Positions

for the 3.5 that make up the salary amounts include 1/3 of Regional Director $30,000, Director/Principal $50,000, Secretary $30,000, 1/2 Curriculum Specialist $20,617.

Concerns and Additional Questions

Applicant should clarify what makes up $10,450 year 1 and $8,500 year 2 budgeted under other administrative (pgs. 56 & 60).

Response

To clarify, $10,450 year 1 and $8,500 year 2 budgeted under other administrative is for the following: R1/YR2: Employee travel subsistence $750/$750, staff development $2,450/$2.450, marketing $5,000/$3,050, miscellaneous $2,250/$2,250. Most notable travel would be for the purposes of business manager training.

Concerns and Additional Questions

Applicant should clarify what positions are included under Special Education (pgs. 57 &61).

Response

As referenced on pages 57 and 61, 2 positions are included under Special Education. Those positions are one Special Ed Teacher - $46,087 and one Special Ed Aide $20,988.

Concerns and Additional Questions

Applicant should clarify why positions were not budgeted for ALE and if a position is budgeted for providing ELL services to students according to information submitted.

Response

To clarify why positions were not budgeted for ALE, ResponsiveEd's approach to student education is made possible by a small-school environment and our innovative, non-typical approaches to the instruction, which leads students to become lifelong learners, and allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment. Quest Middle School will seek a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the

Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments). Additionally, a position is budgeted for providing ELL services.

Concerns and Additional Questions

Applicant has budgeted food services cost possibly low, and at same amount as the federal CNP revenue budgeted amount. Please clarify (pgs. 58 & 62).

Response

In reference to food service cost, CNP is budgeted at $105 per student. All CNP revenues were removed from the budget. Please see attached, revised budgets.

Concerns and Additional Questions

Amounts budgeted under purchased services appear low to provide financial services. Please clarify fiscal services budgeted expenditures (pgs. 58 & 62).

Response

In reference to budgeted amounts under purchased services on pages 58 and 62, the costs included in the section Fiscal Services only include items not specifically covered under the 15% administrative fee included under Administrative Services.

Concerns and Additional Questions

Fringe benefit rate budgeted 27.16% year one and 26.36% year 2, is this correct (pgs.56 &60)?

Response

Regarding fringe benefit rate budgeted on pages 56 and 60, Group Health is budgeted at $1,572 per employee, not a percent; thus when the total payroll budget shifts, the total benefit percentage is slightly affected as well.

Concerns and Additional Questions

Applicant should provide information regarding budgeted restoration amount of $100,000 year 1. Does a bid exist for this budgeted amount?

Response

ResponsiveEd Director of Facilities estimated the budgeted restoration amount based on his assessment of the needs of the identified site, and his wealth of experience, certifications, and qualifications. No bid exist for this budgeted amount at this time.

Concerns and Additional Questions

Applicant should clarify purchased services amount for Guidance services since a waiver is requested.

Response

. **While we are requesting a waiver for Guidance Services, Budget includes $1,000 for Professional Social services in the event one is deemed needed in light of the circumstances.**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 16 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
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
		X

Strengths	Reference
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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Address how the charter will make plans for offering access to one or more approved Alternative Learning Environments. **Explain how the needs of middle school students will be met without a guidance counselor.** **Explain the statement, "For both At-Risk and Limited English Proficient students the learning gap is being closed."** **Clarify that all state and federal special education requirements will be met.**	**Page 42**

Concerns and Additional Questions

Address how the charter will make plans for offering access to one or more approved Alternative Learning Environments.

Response

ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As currently stated in our application, ResponsiveEd's approach to student education is made possible by a small-school environment and our innovative, non-typical approaches to the instruction, which leads students to become lifelong learners, and allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment.

Concerns and Additional Questions

Explain how the needs of middle school students will be met without a guidance counselor.

Response

Due to small nature of the campus, the Campus Director will assume the duties of the guidance counselor and ensure the needs of middle school students are met. Partnerships with social service agencies will be developed as deemed necessary. Should the need for a separate guidance counselor become necessary, Quest will seek a contractual arrangement for services. Quest has budgeted funds under Professional Social Services for guidance services should they be necessary.

Concerns and Additional Questions

Explain the statement, -For both At-Risk and Limited English Proficient students the learning gap is being closed (pg. 42).‖

Response

The unique instructional program design of the Quest Middle School will address the learning needs of both At-Risk and Limited English Proficient students as evidenced by narrowing of the learning gap over the duration of the school year as referenced on page 42.

Concerns and Additional Questions

Clarify that all state and federal special education requirements will be met.

Response

All federal and state Special Education requirements will be met.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Clarify the method of procurement as to assure open and free competition. **Clarify that USDA meal patterns will be followed.** **Address the concern of Child Nutrition staff regarding the ratio of potential students to staff.** **Clarify the anticipated % of Free and Reduced Meal students.**	

Concerns and Additional Questions

Clarify the method of procurement as to assure open and free competition.

Response

Quest Middle School assures that in any agreement that requires bidding, either by state or federal law, Quest Middle School will use open and free competition. Quest Middle School will contract with a food service vendor to provide child nutrition services for the charter. In selecting that vendor, there will be a request for proposal process. A vendor will be selected from the eligible proposals received by the charter.

Concerns and Additional Questions

Clarify that USDA meal patterns will be followed.

Response

Quest Middle School will utilize a food service contracted vendor to provide nutritious meals for all charter students. Quest will fully comply

with all state and federal regulations regarding meal patterns and meal services. With regard to the contract for vendor services for food services, Quest shall comply with all applicable state and federal regulations.

Concerns and Additional Questions

Address the concern of Child Nutrition staff regarding the ratio of potential students to staff.

Response

Quest will comply with the recommended staff to pupil ratio for child nutrition programs (1 staff member to serve 100 students).

Concerns and Additional Questions

Clarify the anticipated % of Free and Reduced Meal students.

Response

The percentage for free and reduced meals, 81%, was based on the local school district poverty rate.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain the function of the Community Advisory Committee.	

Concerns and Additional Questions

Explain the function of the Community Advisory Committee.

Response

The Community Advisory Committee's primary function is to build strong working relationships among parents, teachers and schools, in support of students. This may include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, and other activities that help foster a positive relationship between the school and the community.

The Community Action Committee will be involved in the campus level planning and decision making process that will involve the staff, parents, and community members in reviewing plans, goals, and objectives for the school. As part of this team, the Community Action Committee will have a voice in making recommendations to the board.

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 rationale for 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
		X

Legal Comments

1. **Requested Waivers**

   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 Pine Bluff School District school calendar. The Applicant should clarify why waiver is necessary.**

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

      i. **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.**

      ii. **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.**

      iii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

      iv. **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.**

2. **Waivers Not Requested**

   a. **The Applicant should evaluate whether the blended nature of its delivery system may require waiver of Standard 10.02 (regarding class size ratios and teaching loads) or Standard 14.03 (regarding seat-time hours required for a unit of credit) of the Standards for Accreditation.**

Concerns and Additional Questions

Concerns and Additional Questions

1. **Requested Waivers**

   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 Pine Bluff School District school calendar. The Applicant should clarify why waiver is necessary.**

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      ii. **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.**

      iii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

      iv. **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.**

2. **Waivers Not Requested**
    a. **The Applicant should evaluate whether the blended nature of its delivery system may require waiver of Standard 10.02 (regarding class size ratios and teaching loads) or Standard 14.03 (regarding seat-time hours required for a unit of credit) of the Standards for Accreditation.**

Response

Quest Middle School would like to add the following clarifying points to the current application:

1. a. **Ark. Code Ann. § 6-10-106 (School Year Dates) – ResponsiveEd wishes to maintain this waiver request so that it will have maximum flexibility in accommodating its educational program in future years, when it may not always choose to follow the Pine Bluff School District calendar.**

   b. **ResponsiveEd wishes to clarify and fully effectuate its waiver request in this area and waive (1) Section 15.03 of the ADE Rules Governing the Standards for Accreditation; (2) the ADE Rules Governing Waivers of Substitute Teachers; and (3) the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.**

2. a. **In order to accommodate our unique educational delivery system, ResponsiveEd wishes to clarify its application by requesting a waiver of Sections 10.02 (regarding class size ratios and teaching loads) of the ADE Rules Governing the Standards for Accreditation (will need to add further educational justification here) and 14.03 (regarding seat-time hours required for a unit of credit) (will need to add further educational justification here).**

   b. **In order to give it the maximum flexibility possible in attracting the best school superintendent to work in our unique school environment, we wish to request this waiver from the licensure requirement for our superintendent position:**
   Ark. Code Ann. § 6-13-109 and Section 15.01 of the ADE Rules Governing the Standards for Accreditation (both concerning the licensure of school superintendents) and Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

c. **In order to give it the maximum flexibility possible in attracting the best school superintendent to work in our unique school environment, we wish to request this waiver from the licensure requirement for our superintendent position:**
Ark. Code Ann. § 6-13-109 and Section 15.01 of the ADE Rules Governing the Standards for Accreditation (both concerning the licensure of school superintendents) and Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).

d. **As Quest will contract with ResponsiveEd of Texas to provide the services of Business Manager, ResponsiveEd wishes to clarify its application under this Standard by requesting a waiver of Ark. Code Ann. § 6-15-2302 and the ADE Rules Governing Minimum Qualifications for General Business Managers.**

ResponsiveEd wishes to clarify its application under this Standard to request a waiver of the requirements of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.*; Standard 19.03 of the ADE Rules Governing the Standards for Accreditation for Arkansas School Districts and Public School Districts; and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of Alternative Learning Environments).

As currently stated in our application, ResponsiveEd's individualized approach to student education is made possible by a small-school environment; our innovative, non-typical approaches to the instruction of this population, which leads these students to become lifelong learners allows us to provide an inclusive, focused and quality education environment for all students within our usual educational program, thus obviating the need to provide a separate non-inclusive learning environment.

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:

Attachments:

Additional and/or clarifying information is needed as follows:

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Correct the number of instructional minutes on Page 54.

Confirm that it is the intent of the proposed school to mirror the calendar of the Pine Bluff School District as stated on the calendar on Page 54 and not the Little Rock District as stated in the first waiver request on Page 43.

Concerns and Additional Questions

Include the superintendent, the chief financial officer, the chief operating officer, and the regional director on the proposed salary schedule.

Response

Please see revised, proposed salary schedule.

Concerns and Additional Questions

Correct the number of instructional minutes on Page 54.

Response

Please see attached revised schedule.

Concerns and Additional Questions

Confirm that it is the intent of the proposed school to mirror the calendar of the Pine Bluff School District as stated on the calendar on Page 54 and not the Little Rock District as stated in the first waiver request on Page 43.

Response

It is the intention of Quest Middle School of Pine Bluff to follow mirror the calendar of the Pine Bluff School District as stated on the calendar on Page 54.

BY-LAWS OF

RESPONSIVE EDUCATION SOLUTIONS OF ARl<ANSAS

THE FOLLOWING BY-LAWS WERE ADOPTED BYTI-fE BOARD OF DIRECTORS OF RESPONSNEEDUCATION SOLUTIONS OF ARK.ANAS ATTI-ill BOARD OF DIRECTORS MEETING HELD ON AUGUST 30, 2011.

ARTICLE!
OFFTCE(S) OF THE CORPORATION

1.01. NAME. The name of the Corporation is: RespOllsive Education Solutions of Arkansas.

1.02. PRJNCIPAL OFFICE. The principal office shall be _____

1.03. OTHER OFFICES. The Corporation may have offices at such other places as the Board of Directors may designate or as the needs of the Corporation may require fi'om time to time.

1.04 OBJECTIVES AND NON-DISCRIMINATION POLICY. The objective of lhe Corporatio1 lis educational, namely to operate a chruter school or charter schools in tlle State of Arkru1sas. The charter school(s) operated by the Corporation will admi tstudents of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, ruld activities generally accorded or made available to students at tlle school(s). The school(s) do not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its (their) educati onal policies, scholarship and Joan programs, and athletic and otller school-administered programs.

ARTICLE II
MEMBERS

2.01. CLASS OF MEMBERS. The Corporation shall have no members. The Corporation shall be managed by its Board of Directors as provided in Article ill.

ARTICLE ill
BOARD OF DIRECTORS

3.01. GENERAL POWERS: DUTIES. The affairs ofilie Corporation shall be managed by its Board of Directors. The Board of Directors shall have the d uty to see that the ptnposes of the Corporation, as set forthin the Articles oflncorporation and Mission Statement of the Corporation, as amended fi:om time to time, are furt1 lcrcd and accomplished, to the best of its abWty.

3.02. QUALFICATIONS, NUMBER AND ELECTION. The Board of Directors shall be comp1ised of indlviduals with an interest in promoting the COI1Joration's objectives. The nwnber of

Directors shall not be Jess than five (5) and shall otherwise be the number determined by the Board from time to time. Subject to Artide 3.08 hereof, Directors shall be elected at an annual meeting of the directors to be held in of each year to fill those vacancies on the Board of Directors occasioned by Ule expiration of terms of former Directors. Only Directors may vote.

3.03. VACANCIES. Any vacancy occurring on the Board of Directors tor a reason other than expiration of term may be filled by the remaining Directors. A Director selected to fill a vacancy shall be selected for the unexpired term of his predecessor in office. Any position to be filled by reason of an increase in the number of Directors shall be filled by selection at an annual meeting or at a special meeting of the Board of Directors.

3.04. PLACE OF MEETING. Meeting of the Board of Directors, regular or special, may be held either within or without the State of Arkansas.

3.05. MEETINGS. The first meeting of the newly elected Board of Directors shall be held as soon as practical after the Articles of Incorpomtiou are filed. If the fi.rst Annual Meeting of the Directors is not held at that time, then U10 first meeting of the newly elected Directors shall be held at such time and place as shall be specified ill a notice given as herein provided for special meetings of the Board of Directors. The Board may schedule regular meetings as detenuined by the Board of Directors. Notices shall be sent electronically or by U.S. mail at least ten (10) days prior to each such regular meeting.

3.06. NOTTCE OP SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by any member of the Board of Directors. Written, facsimile, e-mail, personal or telephone notice of special meetings of the Boru·cl of Directors shall be given to each Director at least one day before the meeting. Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting. Neither tbe business to be transacted at nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

3.07. QUORUM AND MAJORITY. A majority of the number of Directors in place shall constitute a quorum for the transaction of business. The act of the nlajolity of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors unless otherwise provided by law. If a quorum shall not be present at any meeting of the Board of Directors, the Directors may adjourn tbe meetiug from time to time, without notice except by an mmouncement at the meeting, until a quorum shall be present If unable to attend, a Board member may vote electronically or via telephone or video conferencing if approved by a majority of members present at a meeting at which a quorum exists.

3.08. TERM OF DTREC'TORS. Directors' terms shall be tor three (3) years, with said terms staggered so that each year one-third (1/3) of the Director positions are up for election. All Directors elected to the initial Board of Directors shall serve until the lUlllUal meeting to be held in — — — — — — — — — — — — 2012. Attheammal meetiog iu 2012, the Directors, to be selected first by volunteer, then by random drawing (if necessary), shall be assigned terms of one (1), two (2) and three (3) years. At the IU111Ial meeting to be held in 2013, and at every annual meeting thereafter, the Board of Directors shall fill the vacancies on the Board of

Directors, whether caused by expiration, vacancy, resignation, or otherwise, with members of the Board of Directors being elected to three (3) year telms.

3.09 ELECTION OF CHAJRMAN. At :any meeting of the Board of Directors, a Chainnan of the Board may be elected, who, upon election, will have the duty to chair and preside over all meetings of the Board of Directors, in addition to any other duties voted tlpon by the Boru·d of Directors from time to time, or as otherwiseprovided within the By-laws oftbe Corporation, asmay be modified from time to time, by resolution or restatement.

3.10 REMOVAL. Any Ot'ficer or Director may be removed of his/her responsibilities and/or ex.cluded from participation in activities of the Corporation for any of the following reasons:

a. A Director missing tluee consecutive Board meetings or tlle majority of Board meetings held withinl!llly twelve-month period;
b. An Officer failing to carry out the duties specified for the Office within the bylaws;
c. The commission of a felony or misdemeanor; or
d. Any other action not otherwise specifically defined within these bylaws but which the Board determines is detrimental and/or harmful to the well being of and/or reputation of the Corporation.

The power to remove or exclude any person from the Corporation and/or its activities for any reason set forth in these bylaws shall lie exclusively witll the Board. Decisions for removal or exclusion shall be made upon a majority vote of the Board members other than tile person in issue.

3.11 COMl'ENSATJON. Directors as such shall not receive any stated salaries for their services; but by resolutio1 lof the Board, any du·ector may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnifled for expenses incuned by a director in connection with any claim asse1ted against a director, by action in court or otherwise, by reason ofthedirector having been a director, except in relation to matters as to which he shall have been guilty of negligence or misconduct in respect of the matter of which indemnity is sought.

3.12 OTHER. The Board may form Committees as needed utilizing the expertise of other Board Members or oflicers ru1d, if necessary and approved by a majority of the Board, outside vohmteer or contracted personnel provided that at least one Board member is tlle Chairperson of any such committee.

ARTICLE IV WANER OF NOTICE

4.01. WAIVER. Wbeoever any notice is required to be given to any Director of the Corporation asprovided by law or by theseBy-laws, a waiver thereof in writingsigned by tbeperson

or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

ARTICLE V
OFFICERS

5.01. ENUMERATION. The officers shall consist of a President, a Vice-President, a Secretary, a Treasurer, and such other officers as the Board of Directors shall, in its discretion, deem necessary. Each of the officers shall be elected by the Board of Directors at its Annual Meeting, following the nomination of candidates by an Officer Nominating Committee to be selected by the Chairman of the Board. Two or more offices may be held by the same person, except the offices of President and Secretary may not be held by the same person. If the appointment of officers is not made at the Annual Meeting of the Board of Directors, appointment shall be made as soon after the regularly-scheduled Annual Meeting as is conveniently possible. New offices may be created and filled at any meeting, annual or special, of the Board of Trustees. The Board of Directors may elect or appoint a Superintendant and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

5.02. TERM. Officers shall hold offices for the times and periods said solely at the desire of the Board of Directors. Such officers shall have the authority and exercise the powers and perform the duties as prescribed from time to time by the Board of Directors and prescribed by these By-laws.

5.03. REMOVAL. The officers shall hold office until the Board of Directors advised such officers that they have been removed by the Board of Directors, which can occur at any time, with or without cause. Any vacancy occurring in any office shall be filled by the Board of Directors.

5.04. PRESIDENT - DUTIES. The President shall:

(a) Be the chief executive officer of the Corporation, have general and active management of the business of the Corporation and see that all orders and resolutions of the Board of Directors are carried into effect.

(b) Preside at all meetings of the Board of Directors, unless the Board of Directors shall have elected an Chairman of the Board.

(c) Have the authority to sign, with the Secretary of the Corporation and when so authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which he has been authorized by the Board of Directors to execute on behalf of the Corporation except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.

5.05. VICE PRESIDENT DUTIES. At the request of the President or in the event of his inability or refusal to act, the Vice President shall pcrfonn the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President.

5.06. TREASURER – DliTIES. If expressly required by resolution of the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Dil-ectors may require. He shall:

(a) Have custody und be resl>onsible for all fnnds of tlle Corpomtion; receive and give receipts for monies due nnd payable to the C01·poration (i·om tUly source whatsoever, and deposit all such monies in the name of the Corporation in such banks, trust companies or other depositories as shall beselected by the Board of Directors;

(b) In general, perfonn all of the duties incident to the office of treasurer lllld such other duties as from time to time may be assigned to him by theChainnan of the Board of Directors, or the President; and

(c) Comply with all requirements for recordkeepingand accounting which are set forth by the auditors of the Corporation. A copy of these requirements, as amended from time to time, will be attached to the.e By-laws.

5,07. SECRETARY - DUTif:S. The Secretary shall:

(a) Attend all meetings of the Board of Directors;

(b) Record the minutes of the Board of Directors' meetings in one or more books provided for that purpose;

(c) See that all notices are given in accordance with the provisions of these By-laws or as required by law;

(d) Be custodian of the Corporation records ; and

(e) Tn general, perfonn all duties incidental to the office of secretary and such tJther duties as limn time to time mtty be assigned to him by the Chainnan or by the Board ofDirectors.

5.08. ASSISTANT SECRRIAR!CS AND ASSISTANT TRBASURERS - DUTJBS. Assistant Treasurers shall, if required by the BoaTd ofDirectors, give bond for the faithful discharge of their duties in such sums lllld with sucb sureties as the Board of Directors shall require. The Assistant Secreraries and AssistantTreasurers, in general, shall perform dutiesas shall be assigned to them by the Secretary or the Treasurer, respectively, or by the President, the Board of Directors, or the Chairman of the Board of Directors.

ARTICLE VI
CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

6.01. CONTRACTS. The Board of Dire-ctors may authorize any officer or oft'icers, agent or agents of the Corporation, in addition to officers so authorized by these By-laws to enter into any cootrac.t or 10 execute and to deliver any instlument in the name of and on behalf of the Corporation and such authority may be general or be confined to specific business.

6.02. CHECKS AND DRArTS. AJJ cbecks, drafts or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation may be signed by such officer, employee or employer, or agent or agents of the Corporation, as specified by the Board of Directors, and except ti.uther that in all events any such instmment or obligation of the Corporation in excess of $1000.00 shall be signed by two officers of the Corporation.

6.03. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust >00mpmlies or other depositories as the Board of Directors may select.

6.04. GJFTS. The Board of Directors may accept on behalf of the Cotporation any contribution, gift or bequest or devise for the general purpose or for any spec.ial purpose of the Corporation.

ARTICLE VII
MISCELLANEOUS

7.01. BOOKS AND RECORDS. The Corporation shall keep correct and complete books and records of aecount and shall also keep minutes of meetings of the Board of Directors, annual aod special.

7.02. FISCAL YEAR. TIle fiscal year of the Corporation shall be fixed by resolution of the Board of Directors. If no resolution is entered, then tbe fiscal year of the Corporation shall be on a calendar year basis.

ARTICLEVTII
AMENDMENTS

8.01. BY BOARD OF DIRECTORS. TIle power to alter, amend or repeal these By-laws or to adopt new By-Jaws is invested in the Board Cf Directors.

ARTICLE IX
SECTION HEADINGS; MISCELLANEOUS

9.01. The section headings are Hlr c.onvenience and are not a pmi of Ulese By-laws. Any conflict between the section headings and any part of tbese By-laws shall be resolved in favor of the By-laws.

9.02. The use of "his" or "her" shaU have no specific meaning, and is included herein merely for convenience. "His" can also apply to a temale, and vice-versa, in that is the intention and purpose of the Corporation to be gender neutral.

ARTfCLEX
LIABILITY AND JNDEtvlNIFICATION

10.01 LIABILITY. No Director, Officer, Employee, or Agent of the Corporation shall be liable to any third party for any loss or damage suffered by any third party on account of any action taken or omitted to be taken by him as a Director, Officer, Employee, and/or Agent, if such person (a.) exercised and used the same degree of care and skill as a pludent person would have exercised and used under Ule circumstances and in the conduct ofhis own affairs, or (b) took or omitted to take such action in reliance upon advise of counsel for the Corpomtion or upon statements made or confirmation furnished by officers or employees of the Corporation which the person(s) had reasonable grounds to believe. The foregoing shall not be exclusive of other rights and defenses to which any Director, Officer, Employee, or Agent of the Corporation may be entitled by law. The Corporation intends to and pursuant to these By-laws does provide inde1mlification to the officers and directors of the Corporation to the maximum extent possible under the Arkansas Nonprofit Corporation Act of 1993 (Ark. Code Ann. §§ 4-33-100 et seq.)

I0.02 INDEM NIFlCATlON. Each officer and director, whether or not then in office, shall be held lumnless and indemnified by the Corporation against all claims and liabilities and all expenses reasonably incLmed or imposed upon b.im in connection with or resulting from any action, suit or proceeding, civil or criminal, or the settlement or compromise tllereof, to which he may be made party by reason of any action taken or omitted to be taken by him as a director of Ule Corporation, in good faith, if such person, in the opinion of a court or the Board of Directors a) exercised and used the same degree of care and skill as a pmdent person would have exercised and used under the circumstances and in the conduct of his own affairs, or (b) took or omitted to take such action in rcliapcc upon advise of counsel for Ule Co1poration or upon statements made or confirmation fumished by officersor employees ofthe Corporation which he had reasonable grounds to believe.

CERTIFICAT!ON

1, Secretary of Responsive Education Solutions of Arkansas, hereby certify that the foregoing instnunent is a tnte and correct copy of the Bylaws oftllc Corporation a.doj)ted August 30, 2011.

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Secreta1y

ATTACHMENT – JOB DESCRIPTIONS

Job Title: **Chief Operations Officer (COO)**
Wage/Hour Status: Exempt
Reports to: Superintendent/CEO
Dept./School: Corporate Office

Position Summary:

Responsible for managing the day-to-day operations of the district according to established plans, standard operating procedures, and legal and regulatory requirements. Member of the Superintendent's/CEO Management Team with a central role in developing, implementing, and monitoring of operating plans, budgets, goals, objectives and strategic initiatives.

Preferred Qualifications:
Four year degree.
Major or minor in Business Administration or related field
A minimum of three years experience working in a business related field

Required Knowledge, skills, and abilities:

- Excellent leadership skills
- Excellent written and verbal communication skills
- Ability to manage multiple priorities effectively
- Knowledge of school facility construction programs, codes, rules and regulations, requirements, and restrictions
- Ability to organize maintenance program

Duties and Responsibilities:

- Oversees and evaluates administration of assigned departments for the purpose of ensuring effective delivery of services to the schools
- Administers and interprets statutes, regulations and policies concerned with the responsibilities of facilities, operations and maintenance
- Responsible for cost effectiveness of the district's Facilities and Maintenance Department
- Assists the Superintendent/CEO in long-range facilities, operations planning, and policy development on district matters related to projected needs
- Prepares accurate and timely financial reports of facilities projects
- Coordinates the analysis of sites, the lease of properties, the acquisition of property and the development of designs and plans for the purpose of carrying out the district's facilities plan.
- Plans, organizes, and directs district maintenance services
- Develops and organizes long-range, on-going, and preventive maintenance plans
- Develops and prepares applicable budgets; analyzes and reviews budgetary and financial data with Superintendent/CEO; monitors and authorizes expenditures in accordance with established guidelines

- Prepares reports for the Board of Trustees

Working Conditions:

- Maintains emotional control under stress
- Prolonged and irregular hours
- Frequent travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

Job Title: Chief Financial Officer (CFO)

Wage/Hour Status: Exempt
Reports to: Superintendent/CEO
Dept./School: Finance Department

Position Summary:

Responsible for the administration of the overall financial and fiscal management of the district. Member of the Superintendent's Management Team with a central role in the coordination of administrative, business planning, accounting and budgeting efforts of the District.

Qualification Requirements:

Four-year degree, Masters in Business Administration preferred
A minimum of three years experience working in a business related field

Required Knowledge, skills, and abilities:

- Excellent leadership skills
- Excellent written and verbal communication skills
- Ability to manage multiple priorities effectively
- Possess ability to implement business systems
- Knowledge in the Texas Public Education Information Management System (PEIMS)

Duties and Responsibilities:

- Responsible for budget development, administration and long range financial planning for the District
- Assists the Superintendent/CEO to analyze financial and educational issues and develop solutions to improve daily operations

- Advises the Superintendent/CEO on all fiscal matters
- Identifies all revenue sources (Federal and State) to ensure the district will receive all available revenues
- Supervises and monitors the accounting, payroll, expenditure, and internal audits systems for all funds
- Oversees the PEIMS reporting process
- Prepares financial reports as required by State and Federal guidelines
- Prepares reports for Board of Trustees
- Provides leadership and support to all business support activities including the Business Office, Maintenance, Operations and Facilities

Working Conditions:

- Maintains emotional control under stress
- Prolonged and irregular hours
- Occasional travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

Job Title:	**District Superintendent/CEO**
Wage/Hour Status:	Exempt
Reports to:	Board of Trustees
Dept./School:	Human Resources

Position Summary:

The Superintendent/CEO shall be the chief administrative officer for Responsive Education Solutions. He is responsible for the effective operation of the District; for the general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Education with respect to such activities. He will ensure compliance of all regulations established by the State Board of Education. He will promote the District in a positive manner throughout the community.

Preferred Qualifications:

Four-year degree, Masters preferred
A minimum of five years experience working in an education field

Required Knowledge, skills, and abilities:

- Excellent leadership skills
- Excellent written and verbal communication skills
- Ability to manage multiple priorities effectively
- Possess knowledge of curriculum development and instructional techniques, and have the ability to implement program accountability
- Is knowledgeable of special programs and their compliance issues
- Is knowledgeable of school finance at all levels
- Has experience in short and long range planning
- Is sensitive and responsive to the educational needs and concerns of diverse ethnic and socioeconomic groups

Duties and Responsibilities:

- Acts as the agent of the Board of Trustees
- Establishes and prepares meeting agendas, presents items for consideration to the Board, responds to inquiry from the Board
- Manages a staff of administrators including Chief Officers, Regional Directors, Directors, and Campus Directors
- Provides goal setting to staff
- Recommends hiring to Board and evaluates performance
- Responds to staff and community regarding questions or problems about school operations
- Recommends policy and program decisions to the Board
- Attends all board meetings
- Oversees the preparation of the annual budget
- Ensures compliance with appropriate State and Federal Statutory Rules and Regulations
- Complete special assignments as specified by the Board of Trustees

Working Conditions:

- Maintains emotional control under stress
- Prolonged and irregular hours
- Extensive travel

Salary: Based upon qualifications and experience.

The job description is intended to convey information essential to understanding the scope of the position and is not an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with it.

ATTACHMENT – REVISED BUDGETS

Public Charter School Application

Estimated Budget Worksheet, Year One (2013-2014)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (220) x $6,267.00 State Foundation Funding		
3			1,378,740
4	No. of Students (220) x $42.38 Professional Development		9,324
5	No. of Students (182) x $1,033 eligible rate NSLA Funding		188,057
6	Total State Charter School Aid		$1,576,121
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$1,576,121
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	35,454	
22	Purchased Services	211,811	
23	Supplies and Materials	9,800	
24	Equipment	6,210	
25	Other *(Describe)*	10,450	$404,342
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 13)*	485,658	
29	Fringe Benefits	131,824	
30	Purchased Services	2,000	
31	Supplies and Materials	45,471	
32	Equipment		
33	Other *(Describe)*	4,520	$669,473

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 2)*	67,075	
Fringe Benefits	18,206	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$85,281
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$1,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$1,000
Health Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,596	
Purchased Services	9,900	
Supplies and Materials		
Equipment		
Other *(Describe)*		$36,113

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,596	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,213
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials	5,000	
Equipment	5,000	
Other *(Describe)*		$15,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	23,100	
Supplies and Materials		
Equipment		
Other *(Describe)*		$23,100

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	4,800	
Supplies and Materials		
Equipment	10,000	
Other *(Describe)*		$14,800
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	75,000	
(Restroom renovation, lighting, walls, flooring, interior	100,000	
	28,800	
Utilities (contract for one total year including facility upgrades)		
Insurance (contract for one total year including facility upgrades):		
Property Insurance	4,000	
Content Insurance		$207,800
Debt Expenditures:		$0.00
Other Expenditures:		
(Security)		$2,000
TOTAL EXPENDITURES		$1,532,422

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (275) x $6,267.00 State Foundation Funding		
3			1,723,425
4	No. of Students (275) x $42.38 Professional Development		11,655
5	No. of Students (228) x $1,033 eligible rate NSLA Funding		235,072
6	Total State Charter School Aid		$1,970,152
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$1,970,152
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,435	
22	Purchased Services	263,514	
23	Supplies and Materials	12,000	
24	Equipment	6,210	
25	Other *(Describe)*	8,500	$455,276
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 27.5)*	555,704	
29	Fringe Benefits	146,502	
30	Purchased Services	2,000	
31	Supplies and Materials	58,025	
32	Equipment		
33	Other *(Describe)*	5,400	$767,631

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 2.5)*	78,665	
Fringe Benefits	20,739	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$99,404
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$1,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$1,000
Health Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,435	
Purchased Services	12,375	
Supplies and Materials		
Equipment		
Other *(Describe)*		$38,427

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,435	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,052
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$5,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	28,875	
Supplies and Materials		
Equipment		
Other *(Describe)*		$28,875

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	4,800	
Supplies and Materials		
Equipment	10,000	
Other *(Describe)*		$14,800
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	75,000	
Please list upgrades:		
Utilities (contract for one total year including facility upgrades)	28,800	
Insurance (contract for one total year including facility upgrades):		
Property Insurance	4,000	
Content Insurance		$107,800
Debt Expenditures:		$0.00
Other Expenditures:		
(Security)		$2,000
TOTAL EXPENDITURES		$1,593,565

ATTACHMENT – REVISED SALARY SCHEDULE (Ranges)

As mentioned in Standard 21 - Waivers, Quest Middle School of Pine Bluff 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 Quest Middle School of Pine Bluff.

Position	Salary Range
Campus Director/Principal	$63,656 – 101,486 / median 81,926
Teachers	$28,808 – 63,683 / median 47,753
Teachers (Teaching Specialist)	Undetermined Stipend w/ salary
Special Education Teacher	$28,808 – 63,683 / median 47,753
Administrative Assistant/Campus Secretary	$10.60/hr. - $17.50 hr.
School Nurse (Part-time)	$15,000 - $20,742
Media Specialist (Part-time)	$15,000 - $20,742
Instructional Aide	$11.00/hr. - $18.51 hr.
Curriculum Alignment Specialist (Part-time)	$15,000 - $25,000
Regional Director – partial salary	Included in 15% of state revenues administrative overhead
Superintendent – contracted position, partial salary	Included in 15% of state revenues administrative overhead
Chief Financial Officer – contracted position, partial salary	Included in 15% of state revenues administrative overhead
Chief Operating Officer – contracted position, partial salary	Included in 15% of state revenues administrative overhead

ATTACHMENT – SALARY SCHEDULE EXAMPLE

QUEST MIDDLE SCHOOL OF PINE BLUFF

PROPOSED TEACHER SALARY SCHEDULE EXAMPLE

	Non-Certified		Certified				
Years Of Experience	Bachelors	Masters	Bachelors	Bachelors +15	Masters	Masters +15	DOCTORATE
0	28,100	33,025	36,950	37,250	37,550	38,850	39,150
1	29,250	34,175	38,100	38,400	38,700	40,000	40,300
2	30,400	35,325	39,250	39,550	39,850	41,150	41,450
3	31,550	36,475	40,400	40,700	41,000	42,300	42,600
4	32,700	37,625	41,550	41,850	42,150	43,450	43,750
5	33,850	38,775	42,700	43,000	43,300	44,600	44,900
6	35,000	39,925	43,850	44,150	44,450	45,750	46,050
7	36,150	41,075	45,000	45,300	45,600	46,900	47,200
8	37,300	42,225	46,150	46,450	46,750	48,050	48,350
9	38,450	43,375	47,300	47,600	47,900	49,200	49,500
10	39,600	44,525	48,450	48,750	49,050	50,350	50,650
11	40,750	45,675	49,600	49,900	50,200	51,500	51,800
12	41,900	46,825	50,750	51,050	51,350	52,650	52,950
13	43,050	47,975	51,900	52,200	52,500	53,800	54,100
14	44,200	49,125	53,050	53,350	53,650	54,950	55,250
15	45,350	50,275	54,200	54,500	54,800	56,100	56,400
16	46,500	51,425	55,350	55,650	55,950	57,250	57,550
17	47,650	52,575	56,500	56,800	57,100	58,400	58,700
18	48,800	53,725	57,650	57,950	58,250	59,550	59,850
19	49,950	54,875	58,800	59,100	59,400	60,700	61,000
20	51,100	56,025	60,950	61,250	61,550	61,850	62,150

ATTACHMENT – REVISED SCHEDULE

Class Schedule

Period	Time	Instructional Minutes
Journal Writing or Grammar warm-ups/ Announcements	8:00am – 8:10am	10 minutes
1st Period	8:55am-9:05am	50 minutes
2nd Period	9:10am - 10:00am	50 minutes
3rd Period	10:05am-10:55am	50 minutes
Lunch A	10:55am – 11:25am	30 minutes
4th Period (B Lunch students)	11:00am – 11:50am	50 minutes
4th Period (A Lunch students)	11:30am – 12:20pm	50 minutes
Lunch B	11:50am -12:20pm	30 minutes
5th Period	12:25pm -1:15pm	50 minutes
6th Period	1:20pm -2:10pm	50 minutes
7th Period	2:15pm -3:05pm	50 minutes
Total Instructional Minutes =		360

Subject Area Concentration for Middle (5 - 8) Grades

- English Language Arts and Grammar/Tools for Learning
- Math
- Science
- S.S./Core Knowledge/Character/Career Exploration/Arkansas History
- Art / Music
- Physical Education
- Study Hall (homework & tutoring)

As subsequent grades are added Subject Area Concentration for High School (9 - 12) Grades will conform to the required 38 units required by Arkansas state standards at a minimum.

2012-2013 Application Cycle

Application

Summary

And

Application

Quest Middle School of Pine Bluff
Pine Bluff, Arkansas

QUEST MIDDLE SCHOOL OF PINE BLUFF

Name of the proposed charter school:	Quest Middle School of Pine Bluff
Grade level(s):	5-12
Student enrollment cap:	460
Name of the sponsoring entity:	Responsive Education Solutions of Arkansas
Address:	308 South Blake Street Pine Bluff, AR 71601

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17, Subchapter 4	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003

6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-21-117	Leased academic facilities
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42, Subchapter 1	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.03	Licensure and Renewal
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waiver Requested from the following:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

RECEIVED
AUG 31 2012
CHARTER SCHOOL OFFICE

Charter School: Quest Middle School of Pine Bluff

Date Submitted: August 31, 2012

Date Approved: _____

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

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TABLE OF CONTENTS

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

SECTION A: GENERAL INFORMATION

Name of Proposed Charter School: Quest Middle School of Pine Bluff

Grade Level(s) for the School: 5 – 8 in year one, adding a grade each subsequent year until 5 – 12 Student Enrollment cap: 220 in Year 1 / 460 in Year 5

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). To be eligible, an entity must hold or have applied for 501(c) (3) status at the time this charter application is filed. The entity must receive 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: Chris Baumann

Address: 1301 Waters Ridge Dr. City: Lewisville, TX ZIP: 75057

Daytime Phone Number: (972) 316-3663, ext. 440 FAX: 866-396-8657

E-mail: cbaumann@responsiveed.com

Charter Site Address: 308 South Blake Street City: Pine Bluff ZIP: 71601

Date of Proposed Opening: August 2013

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

Address: 1301 Waters Ridge Dr. City: Lewisville, TX

ZIP Code: 75057 Daytime Telephone Number: (972) 316-3663, ext.440

The proposed charter will be located in the Dollarway 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Cook	Position: CEO/ Superintendent	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: VPAS	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
Name: TBD	Position: Board Member	State of Residence: AR

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

4,573 - PB (Total District Enrollment)
1,449 – Dollarway (Total District Enrollment)

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

Dollarway School District
Pine Bluff School District
Watson Chapel School District
White Hall 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, Quest Middle School of Pine Bluff ("Quest"). One goal of Quest will be to create a community of learning inclusive of parents that promotes high expectations for academics and behavior. The Quest curriculum is designed to teach wisdom. Knowledge is crucial but wisdom is a vital part of a middle school student's growth and maturity. It is the goal of the Quest staff that middle school students will have a solid foundation that will prepare all students to succeed in later years.

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 55 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 10,000 students enrolled in 2012. In addition, the total number of ResponsiveEd graduates now exceeds 6,100 through the 2011-12 school year.

ResponsiveEd understands that our continuing success and ability to impact even more students, families, and communities with educational choices are founded in achieving a balance between the relentless pursuit of excellence in what we do today and the passion to be innovators in learning tomorrow. Even as ResponsiveEd plans to expand, there remains a commitment to collaborative initiatives such as the current partnerships with Austin ISD and Lone Star College to open three charter schools on their respective campuses.

As one of the few charter school systems accredited by AdvancED, - (formerly the Southern Association of Colleges and Schools), the ResponsiveEd family of schools far exceeds average and creates a greater definition for excellence and quality.

GRADE LEVELS

The distinguishing characteristics of the academic program at Quest will include serving grades 5 - 8 utilizing liberal arts and sciences curriculum to ensure that middle school students have a solid foundation of content learning.

STUDENT POPULATIONS SERVED

Quest 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 populations of students served through Quest are inclusive of all subgroups. Quest 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.

EDUCATIONAL FOCUS

Literacy, logic and the humanities are important elements of the Quest curriculum. Students will learn study skills and preparation for self-directed learning. Learning through the use of emergent technology plus highly qualified educators will be emphasized at Quest. Educators facilitate the learning process, provide learning resources, and ensure students are able to learn and progress effectively.

OTHER ESSENTIAL CHARACTERISICS

Purpose

The purpose of the proposed charter school is to facilitate cooperation between Quest and the community of Pine Bluff, Arkansas, to:

A. improve student learning;
B. increase the choice of learning opportunities;
C. encourage innovative learning methods; and
D. 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.

Objectives

A. Increase student achievement.
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 or challenge 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 though 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

Two public hearings were held for Quest of Pine Bluff. The initial public hearing was held at the Harbor Oaks Golf Club located at One Harbor Oaks Drive in Pine Bluff, Arkansas on Thursday, July 26, 2012, at 6:30 pm. It was attended by 11 persons from the local community. The meeting was opened by Marty Casteel, Executive Vice President of Simmons First Bank. A PowerPoint presentation was made by ResponsiveEd representatives, Virginia Perry, Larry Freeman, Khari Randolph, and Emily Hirsch. An informative handout highlighting important facts related to Quest, as well as an agenda was given to each attendee. Ms. Perry, Mr. Freeman, Mr. Randolph, and Ms. Hirsch were able to answer many questions about the Quest program, as well as provide the vision for Quest. A subsequent meeting was held at the UAPB Business Support Incubator located at 615 South Main Street in Pine Bluff, Arkansas on Monday, August 27, 2012 at 4:30 pm. It was attended by 42 persons from the local community. The meeting was opened by Larry Freeman. A PowerPoint presentation was made by ResponsiveEd representatives, Larry Freeman, Khari Randolph, and Virginia Perry. A Quest handout and agenda were distributed at that meeting as well. Questions were answered by all ResponsiveEd representatives. The overwhelming consensus of attendees at both meetings was in favor of Quest Middle School of Pine Bluff. **(Narrative Attachments 1.a: Meeting Agenda and Quest Booklet and 1.b: Meeting PowerPoint)**

In addition to public meetings held in Pine Bluff, various community meetings were also held in an attempt to ascertain local support for Quest Middle School of Pine Bluff. The local community is very supportive of the effort to bring another educational option to the students of Pine Bluff, as evidenced by the signatures of support offered by people in the Pine Bluff / Jefferson county area. **(Required Attachment 8: Evidence of Parental and Community Support)**

Should Quest be approved to commence operations, a third public meeting will be held prior to the beginning of the 2013-2014 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 each hearing in the *Arkansas Democrat Gazette*, a newspaper having general circulation in the school district in which Quest 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 public hearing was published seven days prior to each hearing. **(Narrative Attachment 2.a: Newspaper Advertisement)**

Within seven calendar days following the first publication of the notice of the August 27 public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Quest is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which Quest will be located. These districts include: Pine Bluff School District, Dollarway School District, Watson Chapel School District and White Hall School District. **(Narrative Attachment 2.b: Letter and Certified Mail Receipts to Superintendents, Public Meetings) (Narrative Attachment 2c: Letter and Certified Mail Receipts to Superintendents, Application)**

STANDARD 3: GOVERNING STRUCTURE

A. Documentation of Proper Legal Structure of Governing Board and Sponsoring Entity

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. (**See Required Attachment 7: Evidence of Status as Eligible Entity**) 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 Quest Middle School of Pine Bluff. The Board will appoint its members according to the terms of the corporate bylaws.

B. Planned Relationship between the Governing Board of the School and Governing Board of the Sponsoring Entity

The governing board of the school and the governing board of the sponsoring entity will function as two individual entities. One board will not have authority over the other. Initially, the boards will be comprised of the same members. Once the transition to Arkansas board members has been made, the two entities will remain two separate entities.

C. Governing Board's Roles and Responsibilities

The Board members will elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the bylaws of the organization. Criminal history checks will be conducted annually on each current Board member. Quest 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 Quest will be provided with a quality education.

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

1. the Board as a corporate body has the power and duty to govern and oversee the management of Quest;
2. the Board shall determine the organization and support the mission of Quest;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for Quest's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Quest while maintaining fiscal responsibility;
6. the Board shall establish Quest's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that Quest's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. 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;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for Quest and shall regularly review financial statements;
12. the Board shall ensure that Quest maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

D. Policies and Procedures for Board Operation

The Board will function according to existing ResponsiveEd bylaws.

E. Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School

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 Quest student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Quest 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.

F. Delineation of Roles and Responsibilities in Relation to Governance and School Management

The governing structure of the school is illustrated as follows: Board of Directors → Superintendent → Regional Director → 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 Quest, and the respective relationships of the Board, the Superintendent, Administrative Services, Regional Director, Principal, and Staff.

BOARD MEMBERS

Board members will exercise their authority as board members 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 on behalf of Quest. Board members will speak as a body in all decision making. The Board will have final decision making authority to hire and fire the superintendent. The Superintendent will have final decision making authority to hire and fire the Regional Director and Campus Director. The Board also sets policy and assigns all delegable duties in school administration to the Superintendent.

SUPERINTENDENT

The Superintendent, who is hired at will at the sole discretion of the Board, will oversee the primary financial and administrative management responsibility for Quest, which will include, but not be limited to the following: 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. Quest's 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 Quest and ResponsiveEd of Arkansas, including all revenues and expenditures.

REGIONAL DIRECTOR

The Regional Director, who is hired at will at the sole discretion of 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 Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director 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 Regional Director will regularly monitor implementation of the academic programs and systems with frequent on site visits and on site meetings with staff. The Regional Director or Superintendent will have the added responsibility of hiring and/or firing the Principal.

CAMPUS DIRECTOR / PRINCIPAL

The Principal, who is hired at will at the discretion of the Superintendent or Regional Director, 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 Quest 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, Regional Director and/or the Principal depending on the specific nature of the services to be provided.

TEACHERS

Teachers, who are hired at will at the sole discretion of the Campus Director, are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment 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 his or her direction.

COMMUNITY ADVISORY COMMITTEE

Quest believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent, Regional Director 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 Quest;
B. reviewing Quest's policies to ensure consistency with the school's mission;

C. making recommendations on policy issues to the Board;
D. assisting in developing long-range strategic plans for Quest; and
E. reviewing and making recommendations for performance standards to measure Quest'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 Quest. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Quest, 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 Quest 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, Quest 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 2012, the initial Board members shall: (1) identify and elect community leaders throughout Arkansas to 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 Quest, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of Quest, 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. Vacant Arkansas Resident, Member

STANDARD 4: MISSION STATEMENT

The mission of Quest is to develop knowledge and wisdom through an unyielding commitment to excellence in academics, recognizing the unique potential of each student, while integrating the student's gifts intellectually, socially, culturally and physically into all aspects of learning and leadership.

Quest staff will strive to produce highly motivated and capable learners who will excel in high school and college. Our administrators and teachers care about students and have a passion to see them reach their full potential. To realize this, we combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction. At Quest of Pine Bluff, we endeavor to create an environment of learning that stimulates intellectual curiosity and rewards achievement.

CORE VALUES

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.

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. Quest will continue building on the success and traditions of similar ResponsiveEd high quality charter schools in Texas. Students in Arkansas will have the opportunity to thrive in an environment designed to their individual educational needs.

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 student to engage in 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.

The opportunity for a Quest Middle to help students in Pine Bluff is apparent. According to National Office of Research Measurement and Evaluation Systems (NORMES) data, the Pine Bluff and Dollarway School District's Basic and Below basic ratings in literacy and math in grades 6 – 8 is higher than the state averages for both categories. According to the 2011 NORMES data, the percentage of students scoring basic or below basic in grade 8 math in the Pine Bluff School District was 71.5% and 71.7% in Dollarway School District compared to a state average of 36.9%. The Pine Bluff School District percentage of students scoring basic or below basic in grade 8 literacy was 56.3% and 56.7% in the Dollarway School District compared to a state average of 23.1%. Similar comparisons are apparent in grades 6 and 7 as well.

NORMES further indicates the need for educational options in Pine Bluff. As of 2011, middle school campuses within the Pine Bluff School District are failing to live up to Adequate Yearly Progress (AYP) standards, and it is a problem that persists up to high school. As a district, all Pine Bluff middle school campuses are in some stage of school improvement according to NORMES data for 2011. Three middle school campuses, Belair Middle School (grades 6 – 7), Southeast Middle School (grades 6 – 7), and Jack Robey Junior High School (grades 8 – 9) have considerably greater numbers of students performing in the basic and below basic categories for literacy and math than the state average. Also, according to NORMES data for 2011, Pine Bluff High School is not meeting AYP standards in either mathematics or literacy. In the Dollarway School District, the sole middle school, Robert Morehead Middle School is in school improvement and has a greater percentage of students performing in the basic and below basic categories in literacy and math than the state average. Additionally, Dollarway High School is also not meeting AYP.

The 2011 NORMES Report Card of the Pine Bluff School District introduces data of academic need related to testing. In grade 5, only 54.4% of students in math and 44.5% of students in literacy were considered Proficient or higher. This disparity can be found in grades 6, 7, and 8 as well. The 2011 NORMES Report Card of the Dollarway School District shows the need for academic improvement as well. In grade 5, 50% of students in literacy and 54.3% in math were considered Proficient or higher. The results in grades 6, 7, and 8 were equally as dismal in the Dollarway School District. Students struggling in these areas will find remediation at Quest. Quest has the educational resources and proven methodology necessary to not only reach students who are behind, and get them

back on the right path immediately but also allow them to succeed in advanced grades equipped with the tools for learning.

Past and present success proves that the Quest 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-American students at ResponsiveEd campuses met the state standard, compared to the Texas average of just 67%. Students are finding hope and success at ResponsiveEd schools.

STANDARD 6: EDUCATIONAL PROGRAM

Quest Middle School, the proven system for adolescent learners in a Responsive Education Solutions school, is a distinct blend of effective teacher-directed instruction with emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest Middle School understands the need for the "middle" learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

INNOVATIVE AND PERSONALIZED

The educational system will be "student-centric," making the learning process of the student the primary centerpiece of the system. The focus of Quest, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Quest unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student.

DIAGNOSTICS

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, Quest 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

In so doing, the Quest diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

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. Quest 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); and
C. Connected Instruction (i.e., a style of instruction centered on 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	Connected Instruction
Directs	Teacher	Student	Student
Paces	Teacher	Student	Student
Central	Teacher	Learner	Learner
Structure	High	Moderate	Low
Content Level	Rich	Rich	Complex
Mode	Classroom	Paper	Project

Differentiation	Low	Moderate	High
Learning	Structured	Structured	Challenge

While the distribution will vary slightly according to the needs of the individual student, Quest will implement the following differentiated styles of instruction:

A. Direct Instruction 50%
B. Independent or Accelerated Instruction 25%
C. Connected Instruction 25%

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

A. Student will be exposed to direct instruction for reading and mathematics.
B. Learning labs will be utilized for independent instruction in social studies and science with an educator for assistance.
C. Students will be involved in state testing preparation for ½ hour.
D. Students will be involved in project-based "learning-style specific" learning experiences in social studies and science based on the content covered in the learning lab.
E. Student's learning styles are diagnosed and integrated by educators.

DATA

Quest 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. 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 the campus.

Benchmarks, based on learned and projected content, will be used to mark students 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 assessments, give a summary profile of learned content. If students have not learned what they should have learned, it is vital that the educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for 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.

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. Gathering data is only the first step in decision making. Once the data has been gathered, Quest 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.

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

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. Quest 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.

Quest 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 lives.

INDEPENDENT

The learning experience at Quest will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Quest 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 will learn to work on a portion of courses independently, while receiving focused assistance with their studies and high-stakes testing.

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, Quest 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 Quest, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Quest teachers will be continually learning. Quest 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

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

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, Quest will focus on the learning process rather than the teaching process.

CLIMATE

Quest 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 Quest will be created to allow teachers to know the student. Quest 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, Quest will follow the school calendar of Pine Bluff 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. 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 will include, at a minimum, the required six hours of instructional time. **(Required Attachment 3: School Calendar and Schedule)**

STANDARD 7: ACADEMIC ACHIEVEMENT GOALS

GOAL 1: STATE ASSESSMENTS

Performance Goal **Math**	Quest Middle School of Pine Bluff will achieve measurable growth for students as demonstrated by state testing. Each of the following sub

	objectives will be considered as indicators for meeting this goal.
Sub-objectives	Annually, Quest Middle School of Pine Bluff will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO. In Mathematics, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.
Assessment Tools and Measures	Mandated state assessments
Rationale for Goal and Measures	Because the primary focus of Quest Middle School of Pine Bluff is to educate the whole child, ultimately earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma.

Performance Goal **Literacy**	Quest Middle School of Pine Bluff will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.
Sub-objectives	Students at Quest Middle School of Pine Bluff will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average. In Literacy, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps on over 80% of state assessments over a three year time period. Annually, Quest Middle School of Pine Bluff will increase academic achievement in Literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO.
Assessment Tools and Measures	Mandated state assessments
Rationale for Goal and Measures	Because the primary focus of Quest Middle School of Pine Bluff is to educate the whole child, ultimately earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma.

Performance Goals **Other Content Areas**	Students will complete 90% of curricular lesson in literacy and mathematics. Students will demonstrate mastery at 80% or above in every completed lesson and unit objectives as measured by the assessments designed to support the Quest Middle School of Pine Bluff curriculum. On average, students participating for two years or more will meet or exceed the state or national average on the complete battery (percentage) as measures on state approved norm referenced assessments.

GOAL 2: COLLEGE READINESS

Performance Goal	Upon completion of middle school grades at Quest Middle School, a student will have a solid foundation of preparation for high school as evidenced by EXPLORE results. These students, having attained proficiency on state testing, will also show evidence of successful preparation for High School courses that will lead to college readiness.
Performance Indicators	This goal will be measured by tracking students after their time at Quest Middle School 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 Quest. 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 counseled and prepared for dual credit opportunities by enrolling in mathematics, and other higher level subjects, that lead to participation in college preparation in later years. As grade levels are added, students 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	Preparation for college readiness must begin as early as possible. The Quest program must inform students of college opportunities. 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.

GOAL 4: CAREER CONNECTIONS

Performance Goal	100% of students will learn about the path to college and learn about different types of careers. In the first years, college readiness and career opportunity will be major themes for students. Each succeeding year will increase this emphasis. As Quest adds grade levels each year, 100% of the first senior class and each subsequent senior class 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	In the first years, teachers will instruct and guide students in goal-setting that aligns with college preparation, involvement in authentic career considerations and successful attainment of course completions. Educators will assess students' ability to show responsibility and discipline in goal-setting through daily monitoring of the process. This goal will be measured by tracking and monitoring students in the internship program in the later

	years.
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 and college, Quest will stress that students should always blend work, career and college into a balanced approach to their adult lives.

GOAL 5: STUDENT GROWTH & PROGRESS

Performance Goal	All students enrolled for one or more years will show effective growth and progress in their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which 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, based on and aligned with state tests, will be used to benchmark growth and progress in math, literacy and science. This series includes research based diagnostic tools internally generated through the curriculum department, as well as 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 6: ESTABLISHMENT OF *ACCREDITATION* STATUS WITH THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (ADVANCED) FOR A CHARTER SCHOOL IN ARKANSAS

Goal	Quest Middle School of Pine Bluff will immediately seek and establish a highly effective and noteworthy relationship with AdvancEd in Arkansas. The goal will be to have the campus recognized and listed as an accredited campus with the Southern Association of Colleges and Schools.
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 AdvanceEd in Arkansas will measure the success of the goal. The campus will be listed in the accreditation directories as an accredited school.
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

Quest will offer traditional and pre-AP classes aligned to the Common Core state standards of Arkansas. Quest uses classical curriculum to ensure that middle school students have a solid foundation of content learning above traditional curriculum. Literacy, logic and the humanities are important elements for all students to succeed in later years. As high school grades are added, students will have access to all 38 required course units at a minimum.

The curriculum is currently fully aligned to the Texas State standards. ResponsiveEd's Curriculum Department began the process of aligning the curriculum to the Common Core state standards in the spring of 2012, and anticipates complete alignment by August of 2013. Should Quest be granted a charter, a temporary, part-time Curriculum Alignment Specialist will be employed the first year to work with campus staff to ensure the accuracy of the curriculum with 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

Quest Middle School of Pine Bluff will serve the geographical area of Pine Bluff, Arkansas, in Jefferson County, and will be located within the boundaries of the Dollarway School District. Quest's use of a classical based curriculum will ensure students a solid foundation of content learning. It is expected that up to 220 students in grades five to eight in year one, and up to 460 students in grades five to twelve within five years will come from Pine Bluff School District, Dollarway School District, Watson Chapel School District, and White Hall School District. It is anticipated that approximately 75 students will come from the Dollarway School District, approximately 75 students will come from the Pine Bluff School District, approximately 50 students will come from the Watson Chapel School District, and 20 students will come from the White Hall school district.

STANDARD 10: ANNUAL PROGRESS REPORTS

Quest 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, Quest 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 *Arkansas Democrat 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 Quest campus website. Printed copies of the reports will be available for review at Quest.

Quest 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 Quest 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, Quest will not deny enrollment to any middle school (and high school when grades are added) eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will Quest discriminate against students with special education needs or those qualified as English Language Learners. It will be the intention of Quest to enroll students from all walks of life, regardless of socioeconomic status.

Consistent with previous ResponsiveEd campuses, information regarding the vision of Quest will be readily available to all parents, students, and stakeholders via the Quest 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 Quest. 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 Quest to learn more about the campus, as well as how to enroll.

RANDOM LOTTERY PROCESSES

Should more individuals apply for admission to Quest 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 an equal opportunity to enroll at the campus. Lottery proceedings will occur at the Quest campus, and be governed by the Principal, as well as being overseen by 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 Quest. 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 Standard 3 – Governing Structure, for further information regarding the role of Board Members.

SUPERINTENDENT

The Superintendent will have oversight of Quest 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.

REGIONAL DIRECTOR

The Regional Director will ensure the school educational objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement, instructional excellence, and community support in all subject areas. The Regional Director assists the Superintendent in all matters as defined by the Superintendent.

EDUCATION/CERTIFICATION

A. Master's Degree from an accredited educational institution
B. Certification in Educational Leadership, School Principal, or Professional School

EXPERIENCE

A. Must have 5+ years of experience in supervising a staff of 10 or more.
B. Must have 5+ years of experience in managing budgets.
C. Must have 5+ years of vendor management.
D. Must have 5+ years of experience in leadership of curriculum and instruction.

SKILLS, KNOWLEDGE, AND ABILITIES

A. Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.
B. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.
C. Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-

related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

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. Bachelor's degree from a four-year accredited College or University, Master's degree preferred.
B. 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

E. Must have 5+ years of experience in supervising a staff of 5 or more.
F. Must have 5+ years of experience in managing budgets.
G. 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 Middle School level (Preferred).
K. 3-5 years of experience as an administrator for a Middle School (Preferred).
L. 3-5 years of experience developing and managing budgets for a Middle School (Preferred).
M. 3-5 years of experience managing a Middle 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 Quest'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.

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 a 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.

SPECIAL EDUCATION TEACHER

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.

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 is required.

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.
H. Must be able to disseminate information according to Premier, state, and federal guidelines.
I. Ability to learn customized computer programs.
J. 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, fax 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.

CURRICULUM ALIGNMENT SPECIALIST

Quest will budget the necessary monies to hire a part time individual as Curriculum Alignment Specialist. This person will be hired on a six to twelve month temporary basis. Primary duties will include researching any and all ways to properly align the current curriculum offerings with 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.
A. Ability to develop and maintain health records on students.
B. 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.

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 Quest.

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. Must have 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.

Position	Number
Regional Director	.33
Campus Director / Principal	1
Teachers	10
Instructional Aides	4
Special Education Teacher	1

Administrative Assistant	1
Nurse (Part-Time)	.5
Media Specialist (Part-Time)	.5
Curriculum Alignment Specialist	.5

STANDARD 13: BUSINESS AND BUDGETING PLAN

A Superintendent will be contracted by the school through Responsive Education Solutions 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 Regional Director, Campus Director, Administrative Assistant, and part-time, temporary Curriculum Alignment Specialist will be hired by the Superintendent for the school as administrative staff. The instructional staff will consist of ten teachers, a special education teacher, and four 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. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd home offices.

ACCOUNTING

Quest Middle School of Pine Bluff 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

Quest 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.

Quest Middle School of Pine Bluff 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 Quest 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 Required Attachment 5 for a completed two-year budget estimate for Quest.

Please refer to Required Attachment 6 for proposed salary ranges for Quest Administration and staff.

STANDARD 14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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 Quest's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

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.

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

Thomas & Thomas, LLP / J. Mason Andres meet the requirements of Act 993 of 2011 and are not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Quest 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

Quest 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. Quest will include budget sufficient funds in order to assure adequate training of individuals to use APSCN for data reporting.

STANDARD 16: FACILITIES

Quest will be housed in the western region of Pine Bluff on South Blake Street. The address is 308 South Blake Street, Pine Bluff, AR 71601 - which is located within the boundaries of the Dollarway School District.. The property is owned by Blake Street, LLC, and is subject to federal, state, and local building codes and guidelines. Currently, the facility if vacant, but was last utilized as Census Bureau office space. The property owner is in agreement over the change of the facility and its equipment. 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. The amount of the monthly lease payment for the property is $6,250 which is reasonable and comparable with similar facilities in the Pine Bluff market. Currently there are no known establishments within a half mile of the facility that participate in the sale of alcohol. **(Required Attachment 4: Facilities Utilization Form)**

Quest will not commence operations with students in the facility until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

Blake Street, LLC has no known relationships with members of the local board and/or employees of the public school located in Pine Bluff. 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 Quest'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. 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. the policies and procedures in place for continued operations, maintenance and repairs for all facilities.

Quest has plans to designate the opening of school to coincide with the Dollarway and Pine Bluff School Districts 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 Quest intends to contract for turn-key administrative services:

1. Charles Cook – Chief Executive Officer/Superintendent of Quest
2. Dr. Alan Wimberley - Chief Learning Officer of ResponsiveEd
3. Rosalinda Gonzalez – Vice President of Academic Services of ResponsiveEd
4. Robert Davison – Chief Operating Officer of ResponsiveEd
5. James Taylor – Chief Financial Officer of ResponsiveEd

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

Quest 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, Quest 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, Quest will seek an outside consultant on a contractual basis to handle counseling duties.

B. HEALTH SERVICES

Quest 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. Quest 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, Quest 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

Quest 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. 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)**:** Quest shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Quest 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 Quest, 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 Quest 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.

Quest 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 the following:

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 non-academic 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): Quest 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): Quest will assure that students with disabilities are educated with non-disabled 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, Quest 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): Quest 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, Quest 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, Quest 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

Quest will have high expectations for behavior and academics. Quest embodies key practices described in the *Exemplary Practices in Alternative Education: Indicators of Quality Programming*. A couple of areas stand out as promoting success in serving all students. 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, leading students to become lifetime

learners.

For both At-Risk and Limited English Proficient students the learning gap is being closed. The Quest 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 Quest 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 Quest. Upon program assessment, if the need for such a program is determined then Quest will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. Quest will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

STANDARD 19: FOOD SERVICES

Quest of Pine Bluff 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 Quest of Pine Bluff 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 Quest of Pine Bluff. A local food vendor may also be considered if the option is more cost-effective for Quest of Pine Bluff. 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, Quest of Pine Bluff 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. Furthermore, 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. Quest of Pine Bluff 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

Parents are encouraged to be active and involved at Quest of Pine Bluff. The administration at Quest of Pine Bluff will 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;
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 Quest of Pine Bluff. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Quest of Pine Bluff, among other opportunities. Those who have the chance to volunteer will aid in lifting up Quest of Pine Bluff 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:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, Quest of Pine Bluff will follow the school calendar for Little Rock School District.

B. **Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** Quest of Pine Bluff 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' bylaws.

C. **Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that its 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 "F"** below. Instead, Quest of Pine Bluff 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:** Quest of Pine Bluff 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:** Quest of Pine Bluff 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 10, and Section 6-15-1004: Qualified Teachers in Every Public School Classroom:** Quest of Pine Bluff 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, Quest of Pine Bluff will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

G. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest of Pine Bluff may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest of Pine Bluff will seek alternative methods for prominently displaying the United States flag.

H. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:** Quest of Pine Bluff 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. Quest of Pine Bluff may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest of Pine Bluff will seek alternative methods for prominently displaying the Arkansas flag.

I. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. The curriculum utilized by Quest of Pine Bluff dramatically reduces the time needed by a teacher for instructional planning.

J. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** Quest of Pine Bluff 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 non-instructional duties per week. Instead, Quest Middle School of Pine Bluff 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 non-instructional duties to achieve efficient and economical operation of the school.

K. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Quest of Pine Bluff will not employ enough staff to comply.

L. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, Quest of Pine Bluff will employ all employees on an "at-will" basis. This means that employment with

Quest of Pine Bluff is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Quest of Pine Bluff 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.

M. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public School Principals—Qualifications and Responsibilities:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, the Quest of Pine Bluff 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, Quest of Pine Bluff will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification—Waiver:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Quest of Pine Bluff will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest of Pine Bluff ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

O. **Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Quest of Pine Bluff will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest of Pine Bluff ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

P. **Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Quest of Pine Bluff does not intend to offer a Vocational Agriculture program.

Q. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Quest of Pine Bluff will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest of Pine Bluff 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 9, Section 6-17-908: Teachers' Salary Fund:** Quest of Pine Bluff 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.

S. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Quest of Pine Bluff will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest of Pine Bluff ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.

T. **Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Quest of Pine Bluff is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for Quest of Pine Bluff teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.

U. **Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."

V. **Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** Quest of Pine Bluff 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, Quest of Pine Bluff 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.

W. **Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, Quest of Pine Bluff 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.

X. **Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, Quest of Pine Bluff 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 "Y" immediately below.

Y. **Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for Quest of Pine Bluff 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.

Z. **Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** Quest of Pine Bluff seeks exemption from this portion of the Education Code. Instead, Quest of Pine Bluff will provide compensation that is competitive with local public school districts. Quest of Pine Bluff reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

AA. **Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student Services Act:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and an 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, Quest of Pine Bluff 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.

BB. **Subtitle 2, Chapter 19: Transportation:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires Quest of Pine Bluff to implement a transportation program. Quest of Pine Bluff will offer student vouchers for public transit services.

CC. **Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest of Pine Bluff 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.

DD. **Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) ("Monitoring of expenditures"); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented Children:** Quest of Pine Bluff seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at Quest of Pine

Bluff. Although Quest of Pine Bluff seeks an exemption for Gifted and Talented classes, Quest will provide opportunities for pre-advanced placement classes.

STANDARD 22: DESEGREGATION ASSURANCES

Quest Middle School proposes to locate its open-enrollment public charter school within the boundaries of the Dollarway School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Pine Bluff, Dollarway and Watson Chapel School Districts. Quest Middle School may also receive some students from the neighboring White Hall School District.

In carefully reviewing the potential impact that Quest Middle School would have upon the efforts of the Dollarway School District and its contiguous districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that the Pine Bluff and Watson Chapel School Districts either are or have been subject to federal court orders to create and maintain a unitary system of desegregated public schools. The White Hall School District is not currently, nor has it ever been, under a federal District Court desegregation order. As an open-enrollment public charter school, Quest Middle School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

Finally, Quest Middle School would show that nothing in any existing federal District Court desegregation order affecting the Pine Bluff and Watson Chapel School Districts contains any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school within the boundaries of the Dollarway School District.

NARRATIVE ATTACHMENT 1.a – MEETING AGENDA AND QUEST BOOKLET

1.a – Meeting Agenda and Quest Booklet

QUEST MIDDLE SCHOOL of PINE BLUFF PUBLIC MEETING

Thursday, July 26, 2012
6:30 pm
Harbor Oaks Golf Club
1 Harbor Oaks Drive
Pine Bluff, AR 71601

Agenda

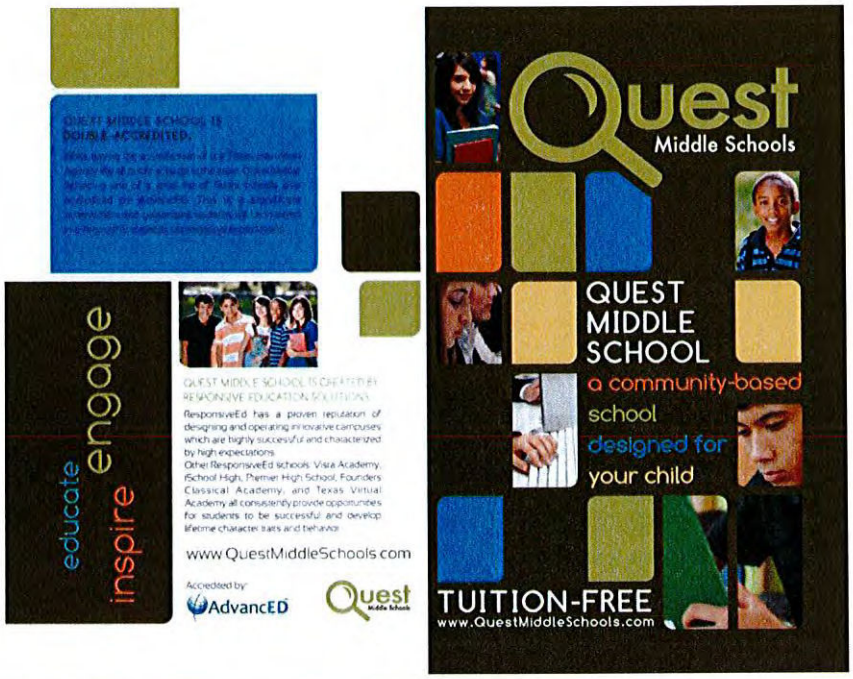
I. Opening Remarks
II. Responsive Education Solutions, "ResponsiveEd"
III. Quest Middle School
IV. Advocacy & The Process
V. Questions & Comments
VI. Closing Remarks
VII. Adjournment

QUEST MIDDLE SCHOOL of PINE BLUFF PUBLIC MEETING

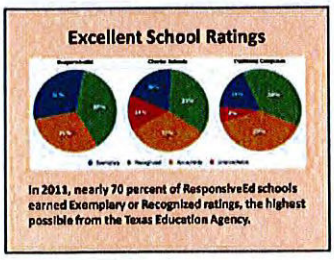
Monday, August 27, 2012
4:30 pm
UAPB Business Support Incubator
615 South Main Street
Pine Bluff, AR

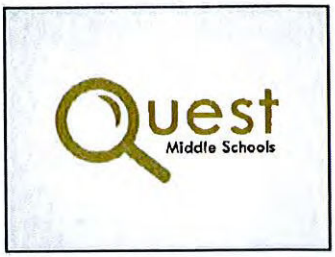
Agenda

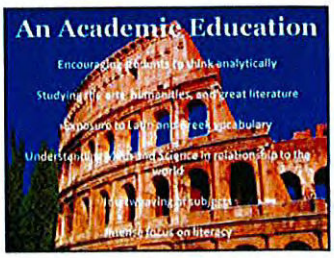
I. Opening Remarks
II. Roll Call
III. Responsive Education Solutions, "ResponsiveEd"
IV. Quest Middle School
V. Advocacy & The Process
VI. Questions & Comments
VII. Closing Remarks
VIII. Adjournment

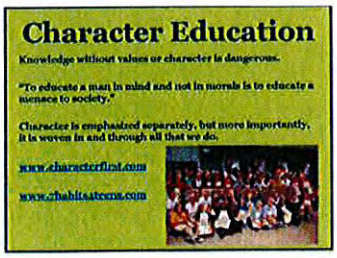


NARRATIVE ATTACHMENT 1.b – MEETING POWERPOINT









NARRATIVE ATTACHMENT 2.a – NEWSPAPER ADVERTISEMENT

ARKANSAS DEMOCRAT-GAZETTE

2.a – Newspaper Advertisement

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Arkansas Democrat-Gazette in Little Rock, AR.

Quest Middle School of Pine Bluff

Tuesday, July 5, 2012	$709.21
Tuesday, July 12, 2012	$709.21
Tuesday, July 19, 2012	$709.21
Total	$2127.63

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 16, 2012

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Michelle Pettis

Invoice for advertising placed in the Arkansas Democrat-Gazette in Little Rock, AR.

Monday, August 6, 2012	$274.53
Monday, August 13, 2012	$274.53
Monday, August 20, 2012	$274.53
Total	$823.55

Thank you for your business.

Debbie Kiser

Debbie Kiser
Retail Advertising Sales Manager

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

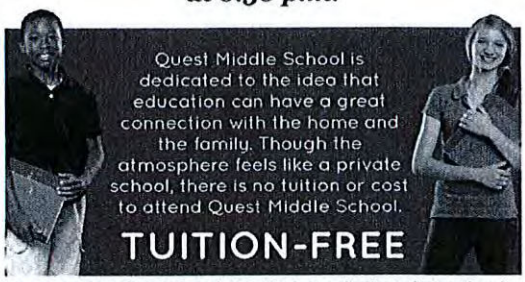
Quest

Middle School of Pine Bluff

QUEST MIDDLE SCHOOL IS AN EXCITING OPPORTUNITY FOR STUDENTS IN GRADES 6th-8th

LEARN MORE ABOUT THIS NEW EDUCATION OPPORTUNITY:

Harbor Oaks Golf Club
Banquet Room
1 Harbor Oaks Drive
Pine Bluff, AR 71601
Thursday, July 26, 2012
at 6:30 p.m.



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 Quest Middle School of Pine Bluff. A public hearing and information session will be held to allow those in the community to learn more about the proposed school.

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Public Meeting

Quest of Pine Bluff
Public Meeting
Monday, August 27, 2012
4:30 - 5:30 p.m.
UAPB Business Support Incubator
615 South Main St.
Pine Bluff, AR 71601

NARRATIVE ATTACHMENT 2.b – LETTER & CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS (PUBLIC MEETING)

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 7, 2012

CERTIFIED MAIL

Pine Bluff School District
Dr. Linda Watson
512 South Pine Street
Pine Bluff, AR 71601

Dear Dr. Watson:

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 middle school in the Pine Bluff area. This campus will be known as Quest Middle School of Pine Bluff. A public meeting will be held on August 27, 2012 at 4:30pm at the University of Arkansas at Pine Bluff Business Support Incubator located at 615 South Main Street, Pine Bluff, AR 71601.

Should you have any questions, please feel free to contact me. My contact information is:

Address: 7637 Vestal
North Little Rock, AR 72113
Phone: 940.536.8749
Email: vperry@responsiveed.com

Sincerely,

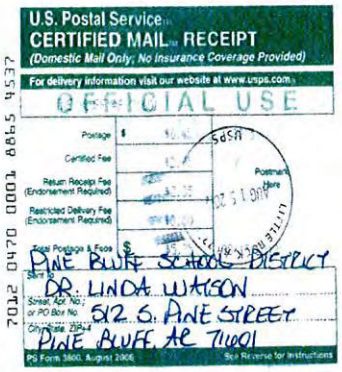
Virginia Perry

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

Cc: Mr. Frank Anthony, Superintendent – Dollarway School District
Dr. William Byers, Superintendent – Corrections School District
Mr. Danny Hazelwood, Superintendent – Watson Chapel School District
Dr. Larry Smith, Superintendent – White Hall School District
Mr. Chris Baumann, General Counsel – Responsive Education Solutions

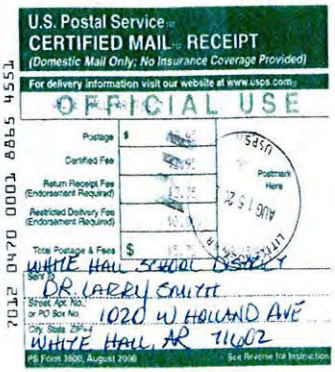
PO Box 292730
Lewisville TX 75029
Phone 972 316 3663
Fax 972 315 9506

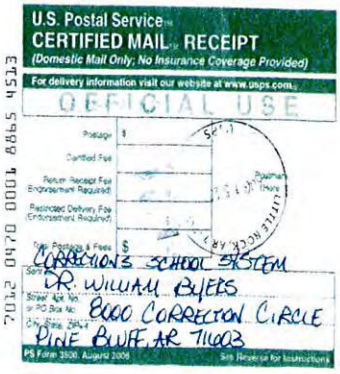
www.ResponsiveEd.com
www.PremierHighSchools.com
www.iSchoolHigh.com
www.QuestMiddleSchools.com
www.Vista-Academies.com


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
PINE BLUFF SCHOOL DISTRICT
DR. LINDA WATSON
512 S. PINE STREET
PINE BLUFF, AR 71601
7012 0470 0001 8865 4537


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
DOLLARWAY SCHOOL DISTRICT
MR. FRANK ANTHONY
4900 DOLLARWAY ROAD
DOLLARWAY, AR 71602
7012 0470 0001 8865 4520


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
WATSON CHAPEL SCHOOL DISTRICT
MR. DANNY HAZELWOOD
4100 CAMDEN ROAD
PINE BLUFF, AR 71603
7012 0470 0001 8865 4544


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
WHITE HALL SCHOOL DISTRICT
DR. LARRY SMITH
1020 W HOLLAND AVE
WHITE HALL, AR 71602
7012 0470 0001 8865 4551


U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
CORRECTIONS SCHOOL SYSTEM
DR. WILLIAM BYERS
6000 CORRECTION CIRCLE
PINE BLUFF, AR 71603
7012 0470 0001 8865 4513

NARRATIVE ATTACHMENT 2.c- LETTER & CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS (APPLICATIONS)

RESPONSIVE ED
RESPONSIVE TO THE COMMUNITY...DESIGNED FOR THE STUDENT
THE MISSING PIECE IN EDUCATION

August 30, 2012

CERTIFIED MAIL

Pine Bluff School District
Dr. Linda Watson
512 South Pine Street
Pine Bluff, AR 71601

Dear Dr. Watson:

Please review the enclosed Open Enrollment Charter School Application for Quest Middle School of Pine Bluff which was sent to the Arkansas Department of Education, as well as the State Board of Education of Arkansas.

Sincerely,

Virginia Perry

Virginia Perry
Arkansas Regional Director
Responsive Education Solutions

enclosure

cc: Mr. Frank Anthony, Superintendent – Dollarway School District
Dr. William Byers, Superintendent – Corrections School District
Mr. Danny Hazelwood, Superintendent – Watson Chapel School District
Dr. Larry Smith, Superintendent – White Hall 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.VistaAcademies.com

REQUIRED ATTACHMENT 3 – SCHOOL CALENDAR & SCHEDULE

The Quest Middle School of Pine Bluff School Calendar will mirror the Pine Bluff School District Calendar for 2013 – 2014. As the Pine Bluff School District Calendar has not been developed and disseminated for 2013 – 2014, the calendar below is a shell to be completed once the Pine Bluff School District is available.

2013- 2014 School Calendar

Quest Middle School of Pine Bluff

HOLIDAYS		BAD WEATHER MAKE-UP DAYS
Labor Day	Memorial Day	February
Columbus Day	Good Friday	February
Thanksgiving Break	Spring Break	March
Christmas Break	Winter Break	May
Martin Luther King Day	New Year's Day	June

Class Schedule

Period	Time	Instructional Minutes
Journal Writing or Grammar warm-ups/ Announcements	8:00am – 8:10am	10 minutes
1st Period	8:55am-9:05am	50 minutes
2nd Period	9:10am - 10:00am	50 minutes
3rd Period	10:05am-10:55am	50 minutes
Lunch A	10:55am – 11:25am	30 minutes
4th Period (B Lunch students)	11:00am – 11:50am	50 minutes
4th Period (A Lunch students)	11:30am – 12:20pm	50 minutes
Lunch B	11:50am -12:20pm	30 minutes
5th Period	12:25pm -1:15pm	50 minutes
6th Period	1:20pm -2:10pm	50 minutes
7th Period	2:15pm -3:05pm	50 minutes
Total Instructional Minutes =		410

Subject Area Concentration for Middle (5 - 8) Grades

- English Language Arts and Grammar/Tools for Learning
- Math
- Science
- S.S./Core Knowledge/Character/Career Exploration/Arkansas History
- Art / Music
- Physical Education
- Study Hall (homework & tutoring)

As subsequent grades are added Subject Area Concentration for High School (9 - 12) Grades will conform to the required 38 units required by Arkansas state standards at a minimum

REQUIRED ATTACHMENT 4 – FACILITIES UTILIZATION FORM

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Blake Street, LLC.

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: Vacant

Premises: 308 South Blake St, Pine Bluff, AR 71601
address

10,000 Square Feet
square footage

Terms of Lease: 5-7 Years

Rental Amount: $7.50 Per square foot "as is"

Contingency: The terms of this agreement are contingent upon Responsive Education Solutions (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
Responsive Education Solutions	Blake Street, LLC.
By Robert Davies, COO	By
Date 8/27/12	Date 8/28/12

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Blake Street, LLC.

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.

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Lessee:

Responsive Education Solutions

By Robert Davis, COO

Date 8/27/12

Lessor:

Blake Street, LLC.

By

Date 8/28/12

REQUIRED ATTACHMENT 5 – BUDGET

Public Charter School Application

Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (220) x $6,267.00 State Foundation Funding		
3			1,378,740
4	No. of Students (220) x $42.38 Professional Development		9,324
5	No. of Students (91) x $1,033 eligible rate NSLA Funding		94,003
6	Total State Charter School Aid		$1,482,067
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	CNP 23,100	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$23,100
15			
16	**TOTAL REVENUES**		$1,505,167
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	35,478	
22	Purchased Services	211,811	
23	Supplies and Materials	9,800	
24	Equipment	6,210	
25	Other *(Describe)*	10,450	$404,366
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 13)*	430,600	
29	Fringe Benefits	116,958	
30	Purchased Services	2,000	
31	Supplies and Materials	43,196	
32	Equipment		
33	Other *(Describe)*	4,520	$597,274

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: *(No. of Positions 2)*	67,075	
37	Fringe Benefits	18,219	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other *(Describe)*		$85,294
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/ Alternative Learning Environments:		
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	1,000	
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$1,000
66			
67	Health Services:		
68	Salaries: *(No. of Positions 0.5)*	20,617	
69	Fringe Benefits	5,600	
70	Purchased Services	9,900	
71	Supplies and Materials		
72	Equipment		
73	Other *(Describe)*		$36,117

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 0.5)*	20,617	
Fringe Benefits	5,600	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$26,217
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	5,000	
Supplies and Materials	5,000	
Equipment	5,000	
Other *(Describe)*		$15,000
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)	40,800	
Supplies and Materials	6,500	
Equipment		
Other *(Describe)*		$47,300
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	23,100	
Supplies and Materials		
Equipment		
Other *(Describe)*		$23,100

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	75,000	
130	*(Restroom renovation, lighting, walls, flooring, interior*	100,000	
131		28,800	
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	4,000	
135	Content Insurance		$207,800
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$1,460,268

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (275) x $6,267.00 State Foundation Funding		
3			1,723,425
4	No. of Students (275) x $42.38 Professional Development		11,655
5	No. of Students (114) x $1,033 eligible rate NSLA Funding		117,762
6	Total State Charter School Aid		$1,852,842
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
		CNP 28,875	
		Title IA 139,570	
10	Federal Grants (List the amount)	IDEA B 33,039	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$201,484
15			
16	**TOTAL REVENUES**		$2,054,326
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 3.5)*	130,617	
21	Fringe Benefits	34,435	
22	Purchased Services	263,514	
23	Supplies and Materials	12,000	
24	Equipment	6,210	
25	Other *(Describe)*	8,500	$455,276
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 27.5)*	555,704	
29	Fringe Benefits	146,502	
30	Purchased Services	2,000	
31	Supplies and Materials	58,025	
32	Equipment		
33	Other *(Describe)*	5,400	$767,631

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: *(No. of Positions 2.5)*	78,665	
37	Fringe Benefits	20,739	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other *(Describe)*		$99,404
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/ Alternative Learning Environments:		
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	1,000	
63	Supplies and Materials		
64	Equipment		
65	Other *(Describe)*		$1,000
66			
67	Health Services:		
68	Salaries: *(No. of Positions 0.5)*	20,617	
69	Fringe Benefits	5,435	
70	Purchased Services	12,375	
71	Supplies and Materials		
72	Equipment		
73	Other *(Describe)*		$38,427

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: *(No. of Positions 0.5)*	20,617	
77	Fringe Benefits	5,435	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		$26,052
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions___)*		
85	Fringe Benefits		
86	Purchased Services	5,000	
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		$5,000
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions___)*		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	40,800	
96	Supplies and Materials	6,500	
97	Equipment		
98	Other *(Describe)*		$47,300
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	28,875	
112	Supplies and Materials		
113	Equipment		
114	Other *(Describe)*		$28,875

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services	4,800	
120	Supplies and Materials		
121	Equipment	10,000	
122	Other *(Describe)*		$14,800
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	75,000	
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	4,000	
135	Content Insurance		$107,800
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Security)*		$2,000
140			
141	**TOTAL EXPENDITURES**		$1,593,565

REQUIRED ATTACHMENT 6 – SALARY SCHEDULE

As mentioned in Standard 21 - Waivers, Quest 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 Quest.

Position	Salary Range
Campus Director/Principal	**$63,656 – 101,486 / median 81,926**
Teachers	**$28,808 – 63,683 / median 47,753**
Teachers (Teaching Specialist)	**Undetermined Stipend w/ salary**
Special Education Teacher	**$28,808 – 63,683 / median 47,753**
Administrative Assistant/Campus Secretary	**$10.60/hr. - $17.50 hr.**
School Nurse (Part-time)	**$15,000 - $20,742**
Media Specialist (Part-time)	**$15,000 - $20,742**
Instructional Aide	**$11.00/hr. - $18.51 hr.**
Curriculum Alignment Specialist (Part-time)	**$15,000 - $25,000**

REQUIRED ATTACHMENT 7 – EVIDENCE OF STATUS AS ELGIBLE ENTITY

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

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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.

(IRS USE ONLY) 575A 08-30-2011 RESP B 9999999999 SS-4

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.**
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number ( ) -

Best Time to Call

DATE OF THIS NOTICE: 08-30-2011
EMPLOYER IDENTIFICATION NUMBER: 45-3121163
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

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

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov 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) 316-3663** 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, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☑ Yes ☐ 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. ☑ Yes ☐ 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. ☐ Yes ☑ 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**? If "Yes," state the country. ☐ Yes ☑ No

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 Klingenstein	Director	3108 Sheryl Dr. Flower Mound, TX 75022	None
Dan Meddalene	Director	1363 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. The Conflict of Interest Policy was adopted along with the By-Laws	☑ Yes	☐ No
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.		
6a	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 sales 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

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ 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 V, 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. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

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 (a) through (d)
		(a) From 7/1/12 To 6/30/13	(b) From 7/1/13 To 6/30/14	(c) From ... To ...	(d) From ... To ...	
Revenues	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
Expenses	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.)	161,600	161,600			
	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. ☐ Yes ☐ 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. If you are unsure, see the instructions. ☐ Yes ☑ No

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. ☐

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

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

[redacted]

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? 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).	☐ Yes	☑ No
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) Chuck Cook (Type or print name of signer) 8/30/11 (Date)

Board Member (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-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. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☑ No
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. **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 VIII, line 7b.	☑ Yes	☐ No

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

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served). N/A

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories. N/A

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ 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.

F:\DDH Client Files\Responsive Education Solutions of Arkansas - 33910\001\Documents\Part I. Ques. 8.doc

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.

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.

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.

F:\DDH Client Files\Responsive Education Solutions of Arkansas - 33910\001\Documents\Part VI, Q. 1a.docx

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
Lewisvlle, TX 75067

Chuck Cook
1301 Waters Ridge Dr.
Lewisville, TX 75057

Form 1023 Checklist

(Revised June 2006)

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

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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 ✓	Schedule E	Yes ___ No ✓
Schedule B	Yes ✓ No ___	Schedule F	Yes ___ No ✓
Schedule C	Yes ___ No ✓	Schedule G	Yes ___ No ✓
Schedule D	Yes ___ No ✓	Schedule H	Yes ___ No ✓

☑ 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

REQUIRED ATTACHMENT 8 – EVIDENCE OF PARENTAL & COMMUNITY SUPPORT

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
[illegible]	Pine Bluff		
LaKeisha Ross	Pine Bluff		LaKeisha Ross
Courtney Carroll	PB		Courtney Carroll
Gavin Brown	PB		Gavin Brown
Robbie Berry	PB	870/534-7345	Robbie Berry
Cedarius Anthony	PB		
Salina A. Day	P.B.		Salina Alexander-Day
Keshunt Hurst	PB		Keshunt Hurst
Jameka White	PB		Jameka White
Lenton Clarke	Pine Bluff	501-541-1027	Lenton Clarke
Jacquetta Harris	PB		Jacquetta Harris
Gloria Bell	PB	870-536-9725	Gloria Bell
Alfonso Bell	PB	870-536-9725	Alfonso Bell
Eu Hellen	LR	870-692-7969	Eu Hellen
D. Gray Collins	P.B.	(870)692-8655	Keshia Gray
T. Collins	P. B	870)692-8655	Tina Collins
D Welch	PB	870-556-0629	Donna Welch
Tammy Shelton	PB	870-718-5652	Tammy Shelton
C. Gibson	P. B.	550-3756	Cedric Gibson
Carene Bradley	S. C	718-173	Carene Bradley

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Verdia Fields	P. B.	692-5935	Verdia Fields
Martha Wood	P.B.	536-2175	Martha Wood
Melvin Field	P.B.	575-2118	Melvin Fields
Nancy White	P.B.	534-1930	nancy white
Myrtle Withers	PB	534-8920	Myrtle L. Withers
Annie Fields	P.B.	534-1930	Annie B. Fields
Verna Allmond	P.B.	872-1653	Verna Allmond
Terrance Chatman	P. B.	—	Terrance Chatman
Christin Sims.	P.B	536-6172	Christin Sims
Elaine Foster	P.B.	.	Elaine Foster
Rosette Habtewayn	P. B.	718-1459	Rosette Habtewayn
Candeece Lucas	P.B.		Candeece Lucas
Carolyn Jenkins	P.B.	—	Carolyn Jenkins
Marcus Fields	PB.	—	Marcus Fields
Bobbie Swopes	PB.		Bobbie Swopes
Shatay Williams	P.B.	329-1505	Shatay Williams
Asher Vaughan	P. B.		
Randy Davis	PB	592-2155	Randy Davis
Eddie Davis	PB	—	Eddie Davis
		543-0487	

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Linda Martin	Pine Bluff AR	592-2645	Linda Martin
Leroy Pugh	" "	489-6616	Leroy Pugh
Shameka White	Pine Bluff AR	870-592-3125	Shameka White
ERIC Levingston	Pine BLUFF	870 536-1655	Eric Levingston
Alvin Jack	Pine Bluff	870 534/1585	Alvin Jack
~~Jasya Levingston~~	P.B. AR.	870-534-8570	Jasya Levingston
Teri Washington	PB	556-7360	Teri Washington
Monica Brickley	Pine Bluff	(414)698-8783	Monica Brickley
Judy Gordon	Pine Bluff	870-550-7373	Judy Gordon
Ruthie Mack	Pine Blu 77	870-78-0286	Ruthie Mack
LaSodie Collins	PB	501-308-1058	LaSodie Collins
Cyndra Monty	Pine Bluff	870-671-6469	Cyndra Monty
Shauna Madden	Pine Bluff	(870)556-0792	Shauna Madden
Jimmy Beard Jr.	" "	870-247-2873	Jimmy Beard Jr.
Jimmy Beard Sr.	Pine Bluff, AR.	329-5986	Jimmy Beard, Sr.
Melanie Madden	Pine Bluff	718-3906	Melanie Madden
Latrina Jackson	Pine Bluff	870-718-8423	Latrina Jackson
Tamela Ferguson	P.B. AR	489-1547	Tamela Ferguson
Justin Williams	PINE BLUFF		
Sharon Beard	Pine Bluff, AR.	870-329-5982	Sharon Beard

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Efrem Elliott	Altheimer	870-550-2433	Efrem Elliott
Sandra Fisher	Pine Bluff	870-534-0233	Sandra Fisher
Kenneth Fisher	Pine Bluff	870 534-0233	Kenneth S. Fisher
Valerie Brunson	Pine Bluff	870-329-9710	Valerie Brunson
Brianna Donald	Pine Bluff	870-413-3239	Brianna Donald
Massun Collins	Pine Bluff	870-718-9914	Massun Collins
Marques Collins	Pine Bluff	501-701-3257	Marques Collins
Jodderick Thomas	PB		Jodderick Thomas
Angeshia Smith	PB	870 413 2538	Angeshia Smith
Shundra Ramsey	P.B		Shundra Ramsey
Justin Ingram	P.B		Justin Ingram
Tony J. Anderson	Pine Bluff		Tony J. Anderson
Kenny R Littell	Pine Bluff		Kenny R Littell
Tyrone Reams	Pine Bluff	(870) 550-0607	Tyrone Reams
Angela Lancaster	P.B.	870-550-2836	Angela Lancaster
Alisha Lewis	Pine Bluff	(870 329-0232	Alisha Lewis
Tellis Ferguson	Pine Bluff		Tellis Ferguson
Marilyn Y Foster	Pine Bluff	870 592 1654	Marilyn Foster
Calvin Foster	Pine Bluff	870-873-5163	Calvin Foster
Kyla Crenshaw	Pine Bluff	(870)413-2738	Kyla Crenshaw

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Katina Beasley	Pine Bluff	870-329-3366	Katina Beasley
Mary Dees	Pine Bluff	870-413-1321	Mary Dees
Martha Pressy	Pine Bluff	870-413-1884	Martha Pressy
Sherice Kentle	Pine Bluff	870-718-9196	Sherice Kentle
Shandra L. Smith	Pine Bluff	870-395-0463	Shandra Smith
Martyna Mello	Pine Bluff	870-592-3588	Martyna Mello
Marilyn Foster	Pine Bluff	879-592-1654	Marilyn Foster
Eloise Alexander	P.B., AR	870-536-80[illegible]	Eloise Alexander
Marjorie Nesby	Pine Bluff	(870)-534-[illegible]	Marjorie Nesby
Edone Edgerson	Pine Bluff	(870) 794-6405	Edone Edgerson
Debra Ledbetter	Pine Bluff	870-68-9765	Debra Ledbetter
Danyelle J. Moore	Pine Bluff	870-550-9195	Danyelle J. Moore
Clifton Blunt	Pine Bluff	870-850-6112	Clifton Blunt
Donna Ruffin	Pine Bluff	870-536-0886	Donna Ruffin
Kabrina Lewis	Pine Bluff	870-717-1098	Kabrina Lewis
Michael Graves	Pine Bluff	870-329-0170	Michael Graves
Patricia Jenkins	Pine Bluff	870-879-1220	Patricia Jenkins
Aaron J. Simpson	Pine Bluff	870-723-4337	Aaron J. Simpson
Taylor Johnson	P.B., AR.		Taylor Johnson
Tycee Wright	P.B., AR.		Tycee Wright

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Leanthur Sletton	Alexander	870-718-5650	
Jewell Hardin	Pine Bluff	870-7175156	
Bennie Butler	Pine Bluff	870-5106	
V Z. Brady	~~Bluff~~ City	870-1856	
Barbara Miller	Pine Bluff	534 2145	
Jackie Johnson	Pine Bluff	267-5583	
Helen Montgomery	Pine Bluff	671-4477	
Cynthia Turner	Pine Bluff	870.543.0891	
Latwlia Blackmon	Pine Bluff	870-727-1730	
Shyna Ward	Pine Bluff	501-993-3492	
Olivia Jones	Pine Bluff, AR	(870)267-8648	
Gabriel Smith	Pine Bluff, AR	870 592-2010	
Leslie Bryzle	Pine Bluff, Ark	(870)873-2509	
Queen Wilson	Pine Bluff, Ark	870 534-7814	
Connie Ventos	PB, AR	(870) 5924846	
Patillo, Felicia	PB, AR	501-551-6674	
Charles Robinson	PB, AR	870-592-1473	
Francis Pierson	PB. AK	870 850 0815	
Vickie Pierson	PB AK	870-850-0815	
Joseph Mar	P B A	870 413 9276	

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Darnell Cann-Ward	Pine Bluff	870-939-8871	Darnell Cann-Ward
LaTaisha McFarland	Pine Bluff		LaTaisha McFarland
Abby Brown	~~Pine Bluff~~	404-277-964	Abby Brown
Rique Tubbs	Pine Bluff	870-814-045	Rique Tubbs
Kelli Ervin	Pine Bluff	618-402-1586	Kelli Ervin
John Graham	Pine Bluff	870 575-3000	John Graham
James Graves III	~~[redacted] P. B~~	(313) 944-0510	James Graves III
Ericha Vaughn	Pine Bluff		Ericka Vaughn
Sydney Gale	~~Chicago~~ Pine Bluff	773-264-8018	Sydney Gale
[illegible]	Pine Bluff	832-744-1615	[illegible]
[illegible]	Pine Bluff	501-772-8837	[illegible]
Jeffoya Thompson	Pine Bluff	972-897-1652	Jeffoya Thompson
William Beecher	Pine Bluff	901-596-4040	William Beecher
Starcashia Ealy	Pine Bluff	901	Starcashia Ealy
Veronica Hyatt	Pine Bluff		Veronica Hyatt
Bianca Reed			Bianca Reed
Jessica Graham	Pine Bluff	501-240-4922	Jessica Graham
Marla Robertson	White Hall	870-692-3264	Marla Robertson
Michael	Pine Bluff	(313)	Michael
ERIC MORRIS	~~Detroit~~ Pine Bluff	(313) 409-0277	ERIC MORRIS

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Brea Alexander		870-531-6072	Brea Alexander
Floyd Allen		870-592-0749	Floyd Allen
Henri Murphy	Pine Bluff	870-329-4370	Henri Murphy
Marlita Marcus	Pine Bluff		Marlita Marcus
Kendall Babin	Pine Bluff		Kendall Babin
Andre' A. Thirkland	Pine Bluff		Andre' A. Thirkland
Savalace Townsend	Pine Bluff		Savalace Townsend
Mercedes Jackson	Pine Bluff	[redacted]	Mercedes Jackson
Chris Delaplan	Pine Bluff		Chris Delaplan
Bilal Tasreen	Pine Bluff		Bilal Tasreen
Kyetta May	Pine Bluff	(870) 575-7931	Kyetta May
Wayne Bradley	Pine Bluff		Wayne Bradley
Stefen Moss	Pine Bluff		Stefen Moss
Darryl Covington	Pine Bluff		Darryl Covington
LaTaisha Metcalf	Pine Bluff	(870) 267-4060	LaTaisha Metcalf
Kaleria Blair	Pine Bluff		Kaleria Blair
Taylor Washington	Pine Bluff		Taylor Washington
Clinton Watkins	Pine Bluff		Clinton Watkins
Brittney Bass	Pine Bluff		Brittney Bass
Lakeshia Hodges	Pine Bluff		Lakeshia Hodges

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Christina Goodnum	Pine Bluff	870 4890820	
Candace-Kay Carroll	Pine Bluff	(870) 413 4094	
Shalonda Thomas	Pine Bluff	(870) 872-3793	
Tressa Harris	Pine Bluff	(870) 717-5873	
Latia Lars	PB		
Brandi Ellison	Pine Bluff		
Keisha Noble	Pine Bluff		
Devon Cunningham	Pine Bluff		
Josh Buckner	Pine Bluff	(870)-632-9504	
Chelsea Beavers	Pine Bluff	(870) 413-0765	
Luis Saldana	Pine Bluff		
Courtney Stanford	Pine Bluff		
Dimitri Sorey	Pine Bluff		
Alexis Victorian	Pine Bluff		
Christopher Wilson	Pine Bluff		
Tyler Haney	Pine Bluff	(314) 702 7473	
Brianna Allen	Pine Bluff		
LaShalla Humphrey	Little Rock		
Imani A. Rodgers	Pine Bluff	281-437-1043	
Celeste Smith	Memphis, TN		

Vista Academy Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Christopher Mack	Pine Bluff	(870) 535-3601	
Michael Jenkins JR	Pine Bluff	(870) 247-5095	Michael Jenkins Jr
Lakeisha Higgins	Pine Bluff	(870) 413-0079	Lakeisha Higgins
Robert J Adams	pine BLUFF	870 2473012	Robert Adams
Janet Pugh	P.B.A.	489-2209	Janet Pugh
Eric W Grayson	PBA	536-1360	
Kendria Jones	Pine Bluff	(501) 308-2439	
Katrina Savage	PB	(310) 872-2187	Katrina
Vivian Pridgeon	Pine Bluff	(501-025-0852	Pridgeon
Natasha Henry	PB	870-329-2321	
Brittany Collins	Pine Bluff	8501-503-0802	
JERRY MACK	PINE BLUFF	870(61266	Jerry mack
Shameka Mack	Pine Bluff	870-534-6225	Shameka Mack
Rosie Cole	Pine Bluff	870 850-6018	Rosie Cole
Sterling T. Flowers	Pine Bluff	870 501 260 5189	
LaVerne Tyler	PB	870-329-4398	
Cindy Cox	P. B	870-850-0108	
Tonika Carroll	P.B.	8703297023	Tonika Carroll
Nicole White	Pine Bluff	(870) 788-1001	nicole white
Justin Jones	P. B.	(870) 329-8537	

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
* Rev. Dr. J.	L. Rock	Pastor-Rose Hill	Rev. J. L. Ford
Larry Freeman	Pine Bluff	870-592-0485	Larry Freeman
R F Bayer	White Hall, AR.	870-247-5895	R F Bayer
Raquel Castro	White Hall, AR	870-872-3575	Raquel Castro
Lavasha Marks	Pine Bluff	870-536-1386	Lavasha Marks
La'tasha Rash	Pine Bluff		La'tasha Rash
Madison Smith	Pine Bluff		Madison Smith
Donald Ray Davis	Pine Bluff	870-872-4991	Donald Ray Davis
Toinette Ennis	Pine Bluff	870-794-3583	Toinette Ennis
Rungs Bishop	Pine Bluff	(870) 489-6882	Rungs Bishop
Latasha Burnett	Pine Bluff	(870) 541-0082	Latasha Burnett
Willie Chambers	Pine Bluff	(870)-850-0632	Willie Chambers
LAshanna Smith	Pine Bluff	(870) 535-0943	L. Smith
Ashley Gragg	P.B.	870-395-0096	Ashley Gragg
Stephen Bass	Jefferson	870-820-5248	Stephen Bass
Leslie Jackson	Pine Bluff	(870) 592-1486	Leslie Jackson
Pat Seaborn Graves	"	(870) 879-9873	Pat Seaborn Graves
Jessica Collins	PINE BLUFF		Jessica Collins
Mistie Nichols	Pine Bluff	(870) 441-2996	Mistie Nichols
Betty Wright	Pine Bluff	870-592-2984	Betty Wright

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Taylor Connes	Pine Bluff	469-964-9779	Taylor Connor
EDRIN NICHOLSON	PINEBLUFF	870 724 · 5177	
Keathric Brown	Pine Bluff	901-562-4231	Keatric Brown
Brandon Miner	Pine Bluff	708 - 296-0403	Brandon Miner
Strickland Tyler	Pine Bluff	619 820 - 7119	Tyler Strickland
Erick Thomas	Pine Bluff	318 - 548 - 2482	Erick Thomas
Ryan Savage	Pine Bluff	405 - 802 - 9831	
John D. Toney	Pine Bluff	(870) 665 - 2581	John D. Toney
TQ Mims	Pine Bluff	(310) 465 - 1852	TQuincy Mims
Damien Lee	Pine Bluff	(580) 595-3904	D Lee
Joseph Hawthorne	Pine Bluff	(817) 301 - 8292	Joseph Hawthorne
Dezmond Beverly	Pine Bluff	(318) 730-3167	
JABARI DAVIS	Pine Bluff	(510) 384-7397	
Jontrell Lockett	Pine Bluff	985 210 7495	
Willie Young	Pine bluff	304- 782-4374	
Johnathan Johnson	Pine bluff	225 - 278-8127	
Todd'a Pamplin	Pine bluff	870 · 514-1120	Todd'a Pamplin
Dexter Bryant	pine bluff	225 · 280 - 5484	Dexter Bryant
Brandon Warfield	Pine Bluff		B. Warfield
Kyle Noel	Pine Bluff		Kyle Noel

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Keith L Saine	Pine Bluff	501- 772-3002	
David Watson	Pine Bluff	803-837-9856	
Jamaal Phillips	Pine Bluff	314-479-3507	
Dennis Winston	Pine Bluff		
Terron Armstead	Pine Bluff		
Lyron McCreary	Pine Bluff		
Steven Mathis	Pine Bluff		
Justin Billings	Pine Bluff	(870) 639-3671	
Cornorious Brand	Pine Bluff	(870) 692-2799	
Xavier Lofton	Pine Bluff		
Chris Wilson	Pine Bluff		
Anthony smith	Pine Bluff	(706)-401-0673	
Ben Anderson	Pine Bluff		
Kevin Rucker JR.	Pine Bluff		
Davon Myles	Pine Bluff		
LaDarius Edwood	Pine Bluff		
Treyon Reagan	Pine Bluff		
Kenyon Robinson	Pine Bluff		
Lasandra Carter	Pine Bluff		
Desmond Washington	Pine Bluff		

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Ray Everett	Pine Bluff		Ray Everett
Linda Everett	Pine Bluff		Linda Everett
Jasmine Fells	Pine Bluff		Jasmine Fells
Tracy Scott	Pine Bluff		Tracy Scott
Gracie Kelley	Pine Bluff		Gracie Kelley
Earnestine Everett	1104 S. Hickory		Earnestine Everett
Victor Clark	Pine Bluff		Victor Clark
Rickey Norton	Pine Bluff, AR.		Rickey Norton
Melvin Caldwell	Pine Bluff		Melvin Caldwell
Mary V. Caldwell	Pine Bluff		Mary V. Caldwell
Thomas Avery	Pine Bluff		Thomas Avery
Brown Everett	Pine Bluff		Brown Everett
Earlean Everett	Pine Bluff		Earlean Everett
Dustin Rogers	Pine Bluff		Dustin Rogers
Karen Russell	Pine Bluff		Karen Russell
Justin Howard	Pine Bluff		Justin Howard
Barbara Hunt	Pine Bluff		Barbara Hunt
Deanna Holmes	Pine Bluff		Deanna Holmes
Kasey Holman	Pine Bluff		Kasey Holman
Jaylon Wilson	Pine Bluff		Jaylon Wilson

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Bernice Holly	White Hall		Bernice Holly
* Dorothy Duvall	Pine Bluff	536-9684	Dorothy Duvall
Dean Jackson	Pine Bluff	[redacted]	Dean Jackson
* Michaela Howard	Pine Bluff	543-0989	Michaela L Howard
Jessica Mccf	Pine Bluff		Jessica Mccf
Tianica Garrison	Pine Bluff	901 604 7006	Tianica Garrison
Vincent Cony	Pine Bluff	903-506-6385	Vincent Cony
Gerald Jones	Pine Bluff		Gerald Jones
Mychonta Brown	pine bluff		Mychonta Brown
Asher Smart	PINE BLUFF	870-669-1141	Asher Smart
Jesse Thomas	Pine Bluff Ark		Jesse Thomas
* Erica Burnett	Pine Bluff, ARK	8705624897	Erica Burnett
Landon Cooper	Pine Bluff, ARK	8704431864	Landon Cooper
Beatrice Whitesides	Pine Bluff	534-1374	Beatrice Whitesides
Christine Benn	Pine Bluff	—	Christine Benn
Peggie Smith	" "	—	Peggie Smith
Swahili Hawkins	" "	—	Swahili Hawkins
Tamara Mims	" "	—	Tamara Mims
Duncan Jackson	" "	—	Duncan Jackson
Ronald Adway	" "	—	Ronald Adway

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Casey Hogan	Pine Bluff	(870) 898-5467	
Brian Niederhuber	Pine Bluff	(907) 250-2657	
Brenda Jones	Pine Bluff	(870) 872-0536	
Antonio Richmond	Pine Bluff	(901) 474-4233	
Adam Trotter	Pine Bluff	"	
Joel Porcare	Pine Bluff		
Earl Buckingham	Pine Bluff	870-575-8692	
DeVonne Tingle	Pine Bluff	(601)-462-9052	
Jamel Maxwell	Pine Bluff	-	
Brandon Thurmond	Pine Bluff	-	
Robert Dorsey	Pine Bluff	(601) 572-3558	
Thomas Winders	Pine Bluff	618-580-4512	
Troy Goss	Pine Bluff	479-841-0149	
Bishop Shirley Sanders	Pine Bluff	15	
Derryan Harris	Pine Bluff		
Donnie Scott	Pine Bluff	(501) 240-7744	
Kyle Walker	Pine Bluff		
Ryan Shaw	Pine Bluff		
Stephen Mills	Pine Bluff		
Cody Swain	Pine Bluff		

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Eric L. Hobbs	Pine Bluff, Ar.	870-413-2428	Eric L. Hobbs
Chuck Coser	" "		
Cameron Walker	" "	870-489-7681	Cameron Walker
Elton Custer	" "		Elton Custer
Michael Walker	" "		Michael Walker
Mario BANKS	Pine Bluff, Ar	(870)592-0543	M BANKS
Linda Brunson	" "		Linda Brunson
Carolyn L. Jackson	" "	(870)536-1518	Carolyn L. Jackson
Carriell C. Brown	AR	(870)830-7269	Carriell C. Brown
Jatoya Cox	AR	(870)673-1806	Jatoya Cox
Willie Scott	Pine Bluff	(870)575-2588	Willie Scott
Kenneth Williams			Kenneth Williams
Jerry	Pine Bluff		Jerry
Kendria Hayes	Pine Bluff	(870)441-4112	Kendria Hayes
Evelyn Scott	Pine Bluff	(870)692-2582	Evelyn Scott
Latonia Matthews			Latonia Matthews
Chaniessa Borders	Pine Bluff		Chaniessa Borders
Jeanette Borders	Pine Bluff	(870)872-9105	Jeanette Borders
Brittney King			Brittney King
Carla Dawson	Pine Bluff	870-575-1038	Carla Dawson

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Adonne	Pine Bluff		Annette Jones
Dedrik Moore	Pine Bluff		D Moore
Tonya York	Pine Bluff		T York
Bria Young	Pine Bluff		Bria Young
Jerron York	Pine Bluff		Jerron York
Courteney Grant	Pine Bluff		Courteney Grant
Courtland Rucker	Pine Bluff		Courtland Rucker
Nakya Griswold	Pine Bluff	(870)592-2078	Nakya Griswold
Warren D Sykes	Pine Bluff		Warren D Sykes
Quentarrell Ward	Pine Bluff	870-872-4721	Quentarrell Ward
Flavia Terrell	Pine Bluff	706-718-9392	Flavia Terrell
Ethan White	" "		Ethan White
Ariel Laws	" "		Ariel Laws
Jayla Laws	Little Rock	[illegible]	Jayla Laws
Tearon Watkins	Pine Bluff	[illegible]	Tearon Watkins
I'Quira Tate	Pine Bluff		I'Quira Tate
Chelsea Johnson	pine bluff	"	Chelsea Johnson
Jacolbi Knowlton	" "		Jacolbi Knowlton
Ashia Shelton	Pine Bluff		Ashia Shelton
Kyra McElroy	" "		Kyra McElroy

Quest
Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

	Name	City of Residence	Phone Number	Signature
*	Beverly Kyle	Pine Bluff	870-872-2333	Beverly Kyle
*	Kacy L. Nagy	Pine Bluff	870-395-0463	Kacy L. Nagy
*	LaTonya Curry	Pine Bluff	870-671-4040	LaTonya Curry
	Bennie Torres	Pine Bluff	870 694-6002	Bennie Torres
	Donald Davis	Pine Bluff	870-872-4991	Donald Davis
	Shaleya Nolen	" "		Shaleya Nolen
*	Alvin Johnson	Pine Bluff	501-401-4039	Alvin Johnson
	Dalvin Carter	" "		Dalvin Carter
	Crystal Daniels			Crystal Daniels
	Jennifer Barnett	"	535-4918	Jennifer Barnett
*	Kaniaya Williams	Pine Bluff	(870)692-5974	Kaniaya Williams
	Gregory Rayford			Gregory Rayford
	Kiosha Jackson	Pine Bluff	(870) 395-1863	Kiosha Jackson
	Michelle Poe	"	870-718-9346	Michelle Poe
	Alexia Mays	Pine Bluff		Alexia Mays
	Janet Jones	Pine Bluff	870)671-6982	Janet Jones
	Dion R. Massey	"		Dion R. Massey
*	Shaylikean	Pine Bluff	870 329 4064	Shaylikean
	Shetavia Knight	Pine Bluff		Shetavia Knight
	Tamara Biley	Pine Bluff		Tamara Biley

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Rwanda Johnson	Pine Bluff	872-4424	Rwanda Johnson
Christina Bates	Pine Bluff	870 879 0814	Christina Bates
William Brown	Pine Bluff		William Brown
Rosyln Wilson	Pine Bluff		Rosyln Wilson
Brianna Johnson	Pine Bluff		Brianna Johnson
David Thompson	Pine Bluff		David Thompson
Anthony Lukatt	Pine Bluff		Anthony Lukatt
Carlin Lindsey	Pine Bluff		Carlin Lindsey
Brian Jackson	Pine Bluff		Brian Jackson
Lauren Wilson	Pine Bluff	413-1218	Lauren Wilson
Jason Jones	Pine Bluff		Jason Jones
Tori Beard	P. Bluff AR.		Tori Beard
Mary Collins	Pine Bluff		Mary Collins
Shaun Davis	Pine Bluff	489-1712	Shaun Davis
Misty Camp	P.B.		Misty Camp
Roderick Martin	Pine Bluff		Roderick Martin
JASON PUGH	Pine Bluff		Jason Pugh
Whitney Suber	Pine Bluff		Whitney Suber
BRIONNA WHITE	PINE BLUFF		Brionna White
Casey Thomas	Pine Bluff		Casey Thomas

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
McErvin Bagby Sr.	Pine Bluff	247-4195	McErvin Bagby Sr.
Monique Iverson	Pine Bluff	(870) 542-3204	Monique Iverson
Linda K Wright	Pine Bluff	870-718-7156	Linda K. Wright
Rosetta Thomas	Pine Bluff	870-540-9405	Rosetta Thomas
Lottie Barker	Pine Bluff, AR	870-489-4472	L Barker
Kristen Barker	Pine Bluff	"	K Barker
Pearlie Cleal Pope	Pine Bluff, Ar.	(870) 592-0668	Pearlie Cleal Pope
Latauna Perkins	Pine Bluff, AR	870-489-4636	Latauna Perkins
Doris Wilkins	Pine Bluff, AR	870-535-3700	Doris Wilkins
FRANK VISCONTI JR	PINE BLUFF AR	870 290 2567	Frank Visconti
Mable Mayes	Pine Bluff, Ark.	870-5353700	Mable Mayes
Bobby Buster	"	870 718-9475	Bobby Buster
Johnny 2. Stewart Jr.	Pine Bluff, Ark	870 5409523	Johnny 2. Stewart Jr.
Kenneth Harris	Pine Bluff Ar.	870-972-3916	Kenneth Harris
Sandra Clegg	Pine Bluff Ar.	870-872-1604	Sandra Clegg
Sharon Harris	Pine Bluff Ar.	870-540-7602	Sharon Harris
Kelsey Collins	Pine Bluff	870-329-6595	Kelsey Collins
Diann Collins	PBA	870-536-4605	Diann Collins
Nellie K. Nelson	Pine Bluff	870-541-0190	Nellie K. Nelson
John Y Williams	Pine Bluff	870-872-2855	John Y Williams

John Y. Williams

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Brian Wilson	Pine Bluff	(870) 413-1218	Brian Wilson
Brittany Williams	Pine Bluff		Brittany Williams
Alvie McIntosh	El Dorado		Alvie McIntosh
Lisa McCorvy	Pine Bluff, AR.		Lisa McCorvy
Avrion Williams	Pine Bluff, AR.		Avrion Williams
Barbara Miller	Pine Bluff, AR.		Barbara Miller
Breanna Honorable	Pine Bluff		Breanna Honorable
Ja'Coby Shelton	Pine Bluff, AR.		Ja'Coby Shelton
Micheal Merritt	Pine Bluff, ARK		Micheal Merritt
LARRY JONES	PINE BLUFF		LARRY JONES
Lamar Scott	Pine Bluff		Lamar Scott
Kylia Williams	Pine Bluff, AR.		Kylia Williams
La Rosyln Gronder	Pine Bluff		La Rosyln Gronder
Jasmine Phillips	Pine Bluff		Jasmine Phillips
Xavier Westmoreland	Pine Bluff		Xavier Westmoreland
Ja'Mesha Westmoreland	Pine Bluff	413-0659	Ja'Mesha Westmoreland
Penny Waddell	Pine Bluff	692-9912	Penny Waddell
Ruby Jean Perkins	Pine Bluff	534-8825	Ruby Jean Perkins
Casey Campbell	Pine Bluff	413-5034	Casey Campbell
Chamorri Williams	Pine Bluff		Chamorri Williams

Quest Middle School of Pine Bluff

"I support the establishment of Responsive Ed free school of choice in Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Michael Paige	Pine Bluff		
Erica McCoy	Pine Bluff		
Whitney Nichols	~~Memphis TN~~ Pine Bluff		
Maranda Barnes	Pine Bluff		
Samantha White	Pine Bluff		
Brianca Bussey	Pine Bluff		
Me'Kale Carter	Pine Bluff	870-575-8000	
Alton Taylor	Pine Bluff	813-453-7638	
Wesley Hawthorne	Pine Bluff		
Kevin Smith	Pine Bluff		
Joe Dalton	Pine Bluff	281-338-4097	
Jeremy Edmonds	Pine Bluff	901-297-9333	
Robert Moye	Pine Bluff	870 692-4939	
John Proctor	Pine Bluff		
[illegible]	Pine Bluff		
Roger Totten	Pine Bluff		
[illegible]	Pine Bluff		
Antonio Jenkins	Pine Bluff	870-489-6141	
Arin Ragsdale	Pine Bluff		
Anne Kirkham	Pine Bluff		

Quest Middle School

"I support the establishment of ResponsiveEd free schools of choice in the Pine Bluff/ Jefferson County area."

Name	City of Residence	Phone Number	Signature
Jeffery Collins	Pine Bluff	870-329-1474	Jeffery Coll.

CITY OF PINE BLUFF

Office of the Mayor

Carl A. Redus, Jr., Mayor

August 10, 2012

To Whom It May Concern:

I write this letter in support of Responsive Education Solutions. Since their establishment over 13 years ago, ResponsiveEd, has provided quality educational options to disadvantage students across the State of Texas and I believe we need this kind of educational leadership in Arkansas.

It is my understanding that ResponsiveEd has a good record of educating students ranging from dropout recovery teens to elementary college prep students, including a focused academic program for students who are academically challenged.

Further, based on the information provided by the community, ResponsiveEd has a proven track record for serving the middle grade student population and offering quality educational choices for parents and students.

Therefore, following a responsible review I recommend that full consideration is given to the establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

Carl A. Redus, Jr.
Mayor

200 East Eighth Avenue - Suite 201 • Pine Bluff, Arkansas 71601 • 870-730-2000 Ext. 7

REPRESENTATIVE
Henry "Hank" Wilkins, IV
717 West 2nd Avenue
Pine Bluff, Arkansas 71601-4001

870-536-6366 Business
870-535-4488 Residence
870-536-6327 FAX
hank.wilkins@arkansashouse.org

DISTRICT 17

Counties:
Part Jefferson

COMMITTEES

Vice Chairperson, Judiciary
Corrections/Criminal Law
Subcommittee

Insurance and Commerce
Financial Institutions Subcommittee

Joint Budget

STATE OF ARKANSAS

House of Representatives

August 1, 2012

To Whom It May Concern:

I write this letter in support of Responsive Education Solutions. Since their establishment over 13 years ago, ResponsiveEd has provided quality educational options to disenfranchised students across the State of Texas and I believe we need this kind of educational leadership in Arkansas.

RespnosiveEd has a good record of educating students ranging from dropout recovery teens to elementary college prep students, including a focused academic program for students who are academically challenged.

ResponsiveEd has strong belief and curriculum development of character education. Character must be a priority for quality education to take place and ResponsiveEd has been a leader in this area.

ResponsiveEd has a proven track record of serving the middle grade student population and offering quality educational choices for parents and students.

As an elected official serving concurrently in the Arkansas State Legislature since 1998 and as the Senior Pastor of Saint James UMC, a six hundred fifty three (653) member United Methodist Church founded in 1866, I recommend Responsive Education Solutions establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

Henry "Hank" Wilkins IV

Representative Rev. Dr. Henry "Hank" Wilkins, IV

SIMMONS FIRST NATIONAL BANK
PINE BLUFF, ARKANSAS / MEMBER FDIC

August 15, 2012

RE: Arkansas Charter School Initiative
Quest Middle School – Pine Bluff, Arkansas

To Whom It May Concern:

I write this letter in support of Responsive Education Solutions' (ResponsiveEd) effort to bring a charter school to the Pine Bluff community. ResponsiveEd has achieved impressive results with academic success in Texas and we are excited to see similar opportunities for students in Pine Bluff.

As parents and community citizens, we understand our obligation to provide the best educational opportunities for every child. We remain committed supporters of the traditional public school systems but recognize and appreciate that charter schools can play a key role in improving the educational opportunities for all segments of a community. ResponsiveEd has a history of effectively delivering academic programs and would complement our traditional public school academic offerings and enhance the education opportunities available to our children.

It is our belief the community has a need for the academic programs offered by ResponsiveEd and will welcome and support the establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

Marty Casteel
Executive Vice President
Simmons First National Bank

TOPPS

Targeting Our People's Priorities With Service
3512 West 2nd. Ave. • 1000 Townsend Park Dr.
P. O. Box 2793
Pine Bluff, Arkansas 71611-2793
(870) 850-6011
Fax: (870) 850-7366

August 14, 2012

To Whom It May Concern;

This letter is written in support of Responsive Education Solutions. Targeting Our People's Priorities with Service (TOPPS, Inc.) is a nonprofit community based organization that works with 500 disadvantage youth yearly in the Pine Bluff area. TOPPS recognize the need of quality based programs in our community. ResponsiveEd has provided quality educational options to disenfranchised students across the State of Texas and TOPPS believe Pine Bluff is in need of this kind of educational leadership in Arkansas.

ResponsiveEd has a good record of educating students ranging from dropout recovery teens to college prep students, including a focused academic program for students who are academically challenged.

TOPPS, Inc. is please to recommend Responsive Education Solutions to establish Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

Annette Dove
Executive Director

e-mail: toppsincdove@aol.com

McKissic & Associates PLLC
Attorneys at Law

Gene E. McKissic, Sr
Attorney at Law
Jackie B. Harris
Attorney at Law

Jessica S. Yarbrough
Attorney at Law
Doris D. King
Administrative Assistant

August 14, 2012

To Whom It May Concern:

I support the opportunity and effort of Responsive Education Solutions establishing a school in Pine Bluff, Arkansas. I have studied the history of ResponsiveEd and the success achieved in their schools located in the state of Texas. Such success merits an opportunity to operate whenever the need to help underachieving students exist.

A strong curriculum and development of character are points of emphasis by ResponsiveEd . I believe discipline is needed to ensure students a quality education.

I readily recommend Responsive Education Solutions and support the establishment of Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

Gene E. McKissic
GEM:ddk

116 West Sixth Avenue • P.O. Box 9587 • Pine Bluff, AR 71601
(870) 534-6332 • (870) 534-8481 facsimile • info@mckissiclaw.com

Jefferson County Community Development Corporation

EQUAL HOUSING OPPORTUNITY

August 1, 2012

To Whom It May Concern:

I write this I letter in support of Responsive Education Solutions. Since their establishment over 13 years ago, ResponsiveEd has provided quality educational options to disenfranchised students across the State Of Texas and I believe we need this kind of educational leadership in Arkansas.

ResponsiveEd has a good record of educating students ranging from dropout recovery teens to elementary college prep students, including a focused academic program for students who are academically challenged.

ResponsiveEd has strong belief and curriculum development of character education. Character must be a priority for quality education to take place and ResponsiveEd has been a leader in this area.

ResponsiveEd has a proven track record of serving the middle grade student population and offering quality educational choices for parents and students.

I recommend Responsive Education Solutions establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely,

700 Main Street, Pine Bluff, AR, 71601-4300
(O) 870-536-3331 (Fax) 870-536-1519 E-mail JRey4268@ao

Independent Information & Investigations

JERRY R. RILEY, Investigator
Licensed by the State of Arkansas
#D92-06

400 Main Street, Suite 108
Pine Bluff, Arkansas 71601
Fax (870) 536-7713
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(870) 536-3331

August 1, 2012

To Whom It May Concern:

I write this I letter in support of Responsive Education Solutions. Since their establishment over 13 years ago, ResponsiveEd has provided quality educational options to disenfranchised students across the State Of Texas and I believe we need this kind of educational leadership in Arkansas.

ResponsiveEd has a good record of educating students ranging from dropout recovery teens to elementary college prep students, including a focused academic program for students who are academically challenged.

ResponsiveEd has strong belief and curriculum development of character education. Character must be a priority for quality education to take place and ResponsiveEd has been a leader in this area.

ResponsiveEd has a proven track record of serving the middle grade student population and offering quality educational choices for parents and students.

I recommend Responsive Education Solutions establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely, Albert S. Brewer

Community Development Institute
HEAD START
Serving Pine Bluff
PO Box 8048
1201W. Pullen Street
Pine Bluff, AR 71611
(870) 850 - 0004 (870) 850-0467 fax

August 16, 2012

RE: Arkansas Charter School Initiative
Quest Middle School – Pine Bluff, AR

Greetings:

This letter is in support of Responsive Education Solutions' effort to start a charter school in the City. The children in Texas have benefited greatly by the methods used by Responsive Education. Pine Bluff children should be allowed the same opportunity to achieve.

It is our duty to grant the best educational resources available to the youth of Pine Bluff. Opening the doors to this organization would only aide in the overall efforts to bring quality education to our youth. Responsive Education has a proven track record that supports the academic success of the target group which is Middle School.

Responsive Education has the support of Head Start Jefferson & Grant Counties. Quest Middle School is a welcome establishment to the City.

Sincerely,

Lee E. Meadows

Lee E. Meadows
Program Director
Head Start Pine Bluff

August 1, 2012

It was a pleasure attending your public meeting for the proposed Quest Middle School of Pine Bluff. Responsive Education Solutions is a great opportunity for students in Pine Bluff, Arkansas.

I am a Local business person and understand that there is not a one size fits all solution for every situation. What works on one district or school may not work in another.

My hope for our community is that every child is successful through education. For this reason I support Responsive Education Solutions bringing Quest Middle School to Pine Bluff.

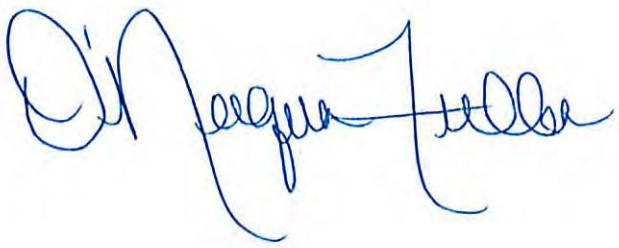
Sincerely yours Lakiyah Fountain

August 10, 2012

I am a parent that believes in the importance of education. Our community is struggling to deal with the epidemic of drop-outs and low performing schools. Different approaches that address these specific needs are greatly needed. Students are facing problems that can be solved with strong character building.

Teachers and community leaders have a responsibility to give our children the best opportunity to succeed. I believe in the power of choice. Parents need to have a choice in the education of their children. Pine Bluff, Arkansas has a great history and education, but we need educational options.

Whenever choice is involved in education; students, parents, and communities benefits. Quest Middle School brings another resource to help change our educational climate. With this voice of hope, our community is meeting the needs of under-resourced.



August 1, 2012

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ResponsiveEd has a proven track record of serving the middle grade student population and offering quality educational choices for parents and students.

I recommend Responsive Education Solutions establishment of a Quest Middle School in Pine Bluff, Arkansas.

Sincerely, Kimberly Edwards

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

3.01 "Administrative annexation" means the joining of an affected school district or a part of the school district with a receiving school district;

3.02 "Administrative consolidation" means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

3.03 "Affected district" means a school district that:

3.03.1 Loses territory or students as a result of annexation or administrative annexation; or

3.03.2 Is involved in a consolidation or administrative consolidation.

3.04 "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;

3.05 "Annexation" means the joining of an affected school district or part thereof with a receiving district;

3.06 "Average daily membership (ADM)" means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the

number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.06.1 Students who may be counted for average daily membership are:

3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;

3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and

3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

3.07 "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

3.08 "Debt" means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.

3.0~~8~~9 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;

3.0910 "Resulting district" means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:

5.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;

5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;

5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and

5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.

5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.

5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.

5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

5.05 The State Board shall:

5.05.1 Issue an order establishing the changed boundaries; and

5.05.2 File the order with the:

5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;

5.05.2.2 Secretary of State; and

5.05.2.3 Arkansas Geographic Information Office.

5.05.3 The county clerk shall make a permanent record of the order.

5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.

5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

9.01 The State Board shall have the following duties regarding consolidations and annexations:

9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.

12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:

12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;

12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement singe-member zoned elections.

12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:

12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;

12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and

12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:

12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student

population of each of the affected districts and receiving districts before consolidation or annexation;

12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or

12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:

12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.

12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:

12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

12.10.2 Secretary of State; and

12.10.3 Arkansas Geographic Information Office.

12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.

13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.

13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board

of directors present and executed by the president and secretary of each school board of directors.

13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:

13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the

receiving district in an annexation to remain as the permanent school board of directors.

13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;

13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.

13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected

districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.

13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:

13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

13.09.2 Secretary of State; and

13.09.3 Arkansas Geographic Information Office.

13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.

14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:

14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or

14.02.2 Determined by the permanent board of directors.

14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

14.04 A vacancy on the board of directors shall be filled as prescribed by law.

14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or

14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.

14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

14.07.3 File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

Source: Ark. Code Ann. § 6-13-1417

ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and

15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.

16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.

16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.

16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.

16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

16.11.1 The school district fails to meet minimum teacher salary requirements; or

16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.

16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or

16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:

16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.

16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.

16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.01.2 Economically disadvantaged students;

17.01.3 Students from major racial and ethnic groups; and

17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.

17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:

17.02.1 Individual student records;

17.02.2 Attendance records;

17.02.3 Enrollment records;

17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and

17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.

17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.03.2 Economically disadvantaged students; and

17.03.3 Students from major racial and ethnic groups.

17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.04.2 Economically disadvantaged students; and

17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

18.01.1 Student transcripts;

18.01.2 Graduation records;

18.01.3 Minutes and other legal documents of the local board of directors;

18.01.4 Maps or boundary documents;

18.01.5 Sports records, trophies, and awards;

18.01.6 Employee records; and

18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:

19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;

19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or

19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.

19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.

19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.

19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.

19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

21.01.1 "Accounts payable" means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

21.01.2 "Act 60 school district" means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;

21.01.3 "Available funding" means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

21.01.4 "Excess accounts payable" means accounts payable of an Act 60 school district that exceed available funding; and

21.01.5 "Improper expenditure exceptions" means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:

22.01.1.1 Parent-teacher associations;

22.01.1.2 Booster clubs; and

22.01.1.3 Parent involvement committees;

22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and

22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.

22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:

22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and

22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 "Annexation" includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 "Consolidation" includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

24.03 "Foundation Funding" means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.

24.04 "Per Student Foundation Funding Amount" means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.

24.05 "Funding Factor" means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.

25.02 Consolidation/annexation incentive funding shall be determined as follows:

25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district's aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.

25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).

25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).

25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.

28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

28.08 The State Board shall issue a written order concerning the matter.

ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS (NON-ADMINISTRATIVE)

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____

Superintendent Date

_____

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20___, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20_____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20_____.

_____
Notary Public

My Commission expires:

_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that if file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.

2. My business address is _____.

3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.

4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.

5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.

6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*

a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:

_____

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Arkansas Department of Education
Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability Program
and the Academic Distress Program
~~July 2010~~

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).

1.02 The State Board of Education promulgated these Rules pursuant to implementation of Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204.

1.03 These Rules have been amended to reflect the ~~pending~~ decision of the United States Department of Education (USDOE) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods ~~which may be~~ designated by the USDOE for which the ADE receives flexibility from certain provisions of ESEA.

2.0 Purposes of Rules

2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.

2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:

2.02.1 Set clear academic standards that are periodically reviewed and revised;

2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;

2.02.3 Establish expected achievement levels;

2.02.4 Report on student achievement and other indicators;

2.02.5 Provide evaluation data;

2.02.6 Recognize academic success and failure;

2.02.7 Apply awards and sanctions; and

2.02.8 Comply with current federal and state law and State Board rules and regulations.

2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.

2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level.

2.06 To outline testing and assessment security and confidentiality requirements.

2.07 To establish a program to identify, evaluate, assist and advise public school districts in academic distress.

3.0 Definitions – For the purpose of these Rules, the following terms mean:

3.01 "Academic Content Standards" – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.

3.02 "Academic Distress:" ~~– a classification assigned to any public school district: in which 75% or more of its students perform at the "below basic" performance level on the criterion-referenced assessments administered in that district.~~

3.02.1 *A classification assigned to any public school district:*

3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced *in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period;* ~~on the state-mandated criterion referenced assessments administered in that district;~~ or

3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP).

~~*3.02.3 The threshold listed in Section 3.02.1 of these Rules shall be based upon the weighted average of math and literacy for the most recent three (3) year period.*~~

3.02.*42* The ADE shall re-establish the threshold listed in Section 3.02.1*.1* of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction~~,~~ or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.

3.04 "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.

3.05 "Alternative Education Intervention Program" – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.

3.06 "Approved Early Reading Assessments" – Those assessments that identify students' strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.

3.07 "Approved Intensive Reading Program" – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.

3.08 "Annexation" – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.

3.09 "Arkansas Comprehensive Assessment Program" –The testing component of Arkansas Comprehensive, Testing, Assessment and

Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; 3)other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas and the high school literacy assessment.

3.10 "Arkansas Comprehensive Testing, Assessment and Accountability Program" – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. comprehensive system that focuses on high academic standards, professional development, student assessments, and accountability for schools. During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.

3. 11 "Arkansas Comprehensive School Improvement Plan (ACSIP)" – the individual school's comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.

3.12 "Augmented Test" – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.

3.13 "Awards" – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.

3.14 "Benchmarks/Grade-Level Benchmarks" – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.

3.15 "Board" – The Arkansas State Board of Education.

3.16 "Consolidation" – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.

3.17 "Criterion-Referenced Test (CRT)" – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State's Academic Content Standards.

3.18 "Department" – The Arkansas Department of Education.

3.19 "District Improvement Plan" – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.

3.20 "Early Intervention" – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student's ability to function proficiently at grade level.

3.21 "Elementary School" – public school(s) having some combination of grades kindergarten through four (K – 4).

3.22 "End-of-Course Exam" – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills. End-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.

3.23 "Essential Elements – Early Reading" Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.

3.24 "Grade Level" – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or

advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.

3.25 "General End-of-Course Assessment" – a criterion-referenced assessment taken upon successful completion of a course of study set by the State Board of Education:

(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and

(b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

(c) Further guidance concerning the administration and remediation of general end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

3.26 "High School" –grades nine through twelve (9-12).

3.27 "High School Literacy Assessment" – an end-of-level literacy assessment given to all students in grade eleven (11).

3.28 "High-Stakes End-of-Course Assessment" – a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under Ark. Code Ann. § 6-15-433(b)(3)(A)(iii):

(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and

(b) for which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by State Board rules.

(c) Further guidance concerning the administration and remediation of high-stakes end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

3.29 "Intensive Reading Improvement Plan (IRI)" – An intervention program for any K-2 student identified with substantial reading difficulties.

3.30 "Longitudinal Tracking" –tracking individual student yearly academic achievement gains based on scheduled and annual assessments.

3.31 "Middle School" or "Middle Level"– grades five through eight (5 – 8).

3.32 "No Child Left Behind Act" – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.

3.33 "Norm-Referenced Test (NRT)" – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument~~.~~ including the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).

3.34 "Parent" – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.

3.35 "Participation in Remediation" - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.

3.36 "Pass Rate" – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.04 for the proficiency definition)

3.37 "Point-in-Time Intervention and Remediation" – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.

3.38 "Public School District/Public School" – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program ~~except~~ specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.

3.39 "Reconstitution" – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.

3.40 "Remediation" – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.

3.41 "Safe Harbor" – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.

3.42 "Sanction" – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.

3.43 "School Improvement" – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.

3.45~~4~~ "Secure Examination or Assessment" – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.

3.44~~5~~ "Starting Point" – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.

~~3.45 "Secure Examination or Assessment" – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on~~

~~the testing/assessment calendar developed by the Commissioner of the Department.~~

3.46 "Substantial Reading Deficiency" – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).

3.47 Uniform School Readiness Screening" - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.

3.48 "Value-Added Computations of Student Gains" – statistical analyses of the educational impact of the school's instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.

4.0 Academic Content Standards

4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.

4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:

4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;

4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;

4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;

4.02.4 Review and input by the Departments of Higher Education and ~~Workforce~~ Career Education as well as community members; and

4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.

4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state's mandated augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.

4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.

4.06 The State Board ~~formally adopted~~ *voted to participate in* the Common Core State Standards *for English Language Arts (ELA) and Mathematics* in July 2010. The Common Core State Standards can be found at:

http://www.corestandards.org/the-standards~~, and are hereby incorporated into these Rules by reference.~~

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

School district ~~school~~ boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

5.01.2 Kindergarten, Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all students in first grade and second grade in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in reading and writing literacy and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in reading and writing literacy; ~~and~~ (4) social studies as funds are available and approved by the State Board of Education; and (5) for the 2014-2015 school year and thereafter, End-of-Course testing in English II.

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of ~~:~~

~~5.02.5.1.1 The~~ the student's individual education program (IEP) committee, as documented in the student's individual educational program.~~; or~~

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the

standard state assessments (augmented benchmarks, General and High-Stakes End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.

5.02.5.4 LEP students shall participate in all required criterion referenced assessments. LEP students may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.

5.02.5.5 LEP students with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy Assessment. Districts may exercise this option. LEP students must take the appropriate mathematics and science tests.

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any ~~or~~ and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school

personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

5.05.~~3~~.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;

5.05.~~4~~.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;

5.05.~~5~~.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;

5.05.~~6~~.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;

5.05.~~7~~.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded; ~~and~~

5.05.~~8~~.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s)~~.~~; and

5.05.~~9~~.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.

5.05.~~10~~3 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.

5.05.~~11~~4 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.

5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.

5.07 Test Security and Confidentiality

5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.

5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

5.07.2.1 Revocation, suspension, or probation of an individual's license,

5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state personnel file;

5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;

5.07.2.4 Additional professional development to be administered by the school district to all licensed school district personnel involved in test administration within the time specified;

5.07.2.5 Issuance of a letter of warning to the school district; and

5.07.2.6 Establishment of a school district plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.

5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of a test or assessment is defined as any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:

5.07.3.1 Viewing secure assessment materials;

5.07.3.2 Duplicating secure assessment materials;

5.07.3.3 Disclosing the contents of any portion of secure assessment materials;

5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;

5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;

5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;

5.07.3.7 Failing to follow the specified testing procedures or to proctor students;

5.07.3.8 Failing to administer the assessment on the designated testing dates;

5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;

5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth is this section;

5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or~~,~~

5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics,

reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each high-stakes end-of-course assessment.

6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

6.03 ~~Beginning with the 2009-2010 school year, all~~ All initial high-stakes end-of course assessments for Algebra I shall be administered by grade ten (10). Beginning with the ~~2013-2014~~ 2014-2015 school year, all initial high-stakes end-of-course assessments for English II shall be administered by grade ten (10). The Board shall establish a requisite scale score of student performance on the High-Stakes End-of-Course Algebra I Examination. The following numerical scores define that performance level.

High-Stakes End-of-Course Algebra I Pass Scale Score	
Not Pass	**Pass**
158 and Below	**159 and Above**

6.04 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Alternate Assessments for Students with Disabilities for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced

3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams)
Scale Score Ranges

Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams)
Scale Score Ranges

Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Algebra I
Scale Score Ranges

Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Geometry
Scale Score Ranges

Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Biology
Scale Score Ranges

Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy
Scale Score Ranges

Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 - 249	250 & above

Mathematics Alternate Assessment for Students with Disabilities
Scale Score Ranges

Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 – 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 – 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 – 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 – 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 – 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 – 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487- 663	664 - 685	686 – 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 – 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 – 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 – 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 – 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 – 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 -149	150 -199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 – 680	681 - 692	693 - 740

7.0 Student Accountability

7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.

7.02 Students identified as failing to achieve at the proficient level on a) the state-mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop~~,~~ a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.

7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.

7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.

7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessment~~s~~.

7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.

7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.

7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.

7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.

7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

7.03 Retention for failure to participate in the Academic Improvement Plan

7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.

7.03.2 A student in grades three (3) through eight (8), identified as not passing a benchmark assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

7.03.3 Any student required to take a general end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to pass a general end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for a general end-of-course assessment shall not receive academic credit on his or her transcript for the courses

related to the general end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.

7.03.4 Remedial instruction may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.

7.03.5 Any student who does not score at the Proficient level on the criterion–referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.

7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.

7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.

7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.

7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.

7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.

7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.

7.04 The results of general and high-stakes end-of-course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the general end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). Each course for which a student

completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).

7.05 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.

7.06 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.

7.07 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.

7.08 Reading Deficiency for Students in Kindergarten through Grade Two

7.08.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.

7.08.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.

7.08.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.

7.08.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.

7.08.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

7.08.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.

7.08.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.

7.08.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.

7.08.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.

7.08.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.

7.08.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.

7.08.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

7.08.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

7.08.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

7.08.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

7.09 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

7.09.1 That the child has been identified as having a substantial deficiency in reading;

7.09.2 A description of the current services that are provided to the child; and,

7.09.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: ~~During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the school accountability provisions found in Section 13.00 of these Rules shall apply.~~ *Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE on June 29, 2012.*

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be ~~one of~~ included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school~~/~~ and school district annually on the school's performance rate data for the purposes of improv~~ed~~ing student performance based on data and the performance of students on the state assessment system.

8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.

8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of

the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—

• Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;

• Meet or exceed the annual measurable performance levels described in Section 9.04~~.5~~, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and

• Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.

8.06 The following subgroups must be included in the school/school district data disaggregation:

8.06.1 Students with Disabilities;

8.06.2 Students who are English Language Learners;

8.06.3 Economically Disadvantaged Students; and

8.06.4 Ethnic Subgroups;

8.06.4.1 Caucasian

8.06.4.2 African American

8.04.4.3 Hispanic

8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.

8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.

8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or

advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.

8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.

8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.

8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the "starting point" for AYP as set forth in Section 3.44 above.

8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63
Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.

8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.

8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: ~~During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the accountability provisions found in Section 13.00 of these Rules shall apply. Sections 9.13 through 9.21 of these Rules shall remain in place even during time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA.~~ *Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE on June 29, 2012. Sections 9.13 through 9.21 of these Rules continue to apply along with Section 13.00 of these Rules.*

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.

9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.

9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.

9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.

9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified

mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.

9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.

9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.

9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.

9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.

9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.

9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.

9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

9.13 School Performance Rating System and Performance Category Levels

9.13. 1 The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end–of–course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment

9.13.2 The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g)(1), and defined according to rules of the State Board of Education:

(1) "Level 5", schools of excellence;
(2) "Level 4", schools exceeding the standards;
(3) "Level 3", schools meeting the standards;
(4) "Level 2", schools on alert; or
(5) "Level 1", schools in need of immediate improvement.

9.14 For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.

9.15 Annual School Performance Rating: Weighted Average Approach

9.15.1 Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.

9.15.2 Numerical values to be used as weighting factors can be assigned to each student's performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)

9.15.3 With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.

9.15.4 The sum of the weighted student performance for each subject and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.

9.16 Achievement Rating Weighted Average Approach

9.16.1 Assigned the following points:

4 points per student scoring in the advanced category,
3 points per student scoring in the proficient category;
2 points per student scoring in the basic category,
1 point per student scoring in the below basic category.

Points = Number of student scoring in category X points assigned to categories

9.16.2 Example

Number of Students	Scoring Category	Points Assigned to Categories	Total
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.17 Achievement Rating: Weighted Average Approach Calculation

9.17.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.

Points Received	Number of Students	Rating
230	100	2.3

9.17.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	**Cut ½**	**Cut 2/3**	**Cut 3/4**	**Cut 4/5**
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5
Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	**1.719**	**2.21**	**2.79**	**3.23**

9.17.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating

the established performance standard (cut score) for placing each school in one of five performance categories.

9.17.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the "schools of excellence" performance category level.

Expert Panel Cut Scores	Performance Categories
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.17.5 The second category, growth shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

9.18 School Choice

9.18.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

9.19 Supplemental Educational Services

9.19.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

9.20 Recognition Awards

9.20.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to Ark. Code Ann. §§ 6-15-421 and 6-15-2107.

9.21 Sanctions

9.21.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the "school of excellence" performance rating.

10.0 School District Accountability

NOTE: During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.08 of these Rules shall remain in place even during time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA.

10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.

10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);

10.01.2 Determine the district percent of participation across each grade level group; and

10.01.3 Determine the district status on secondary indicator across each grade-level group.

10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.

10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.

10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement. The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

10.04 Academic Distress – Procedures for Identification, Classification and Appeal of School Districts in Academic Distress

10.04.1 A school district ~~for which 75% or more of the students completing the state's assessments perform at the below basic level~~ which meets the definition of "Academic Distress" set forth in Section 3.02 of these rules shall be designated in Academic Distress. ~~This computation shall collectively include~~

~~students from each school in the district and from each grade for which a criterion-referenced assessment is given.~~

10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP), the Department shall identify all school districts in Academic Distress and shall notify in writing each school district superintendent and board president via certified mail, return receipt requested.

10.04.3 A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.

10.04.4 The Board shall render a written decision of a classification on a district's appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district's written request.

10.04.5 The decision of the Board shall be final with no further right of appeal, except a school district may appeal to the Circuit Court of Pulaski County pursuant to the Administrative Procedures Act, A.C. A. §25-15-201 et seq.

10.05 Time Limitation of Academic Distress Status

10.05.1 A public school district identified as in academic distress shall have no more than two (2) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status.

10.05.2 The Board may at any time take enforcement action on any school district in academic distress status including, but not limited to, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. § 6-13-1401 et seq.

10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from academic distress during the relevant time period due to external forces beyond the school district's control.

10.06 Procedures for assisting school districts in academic distress

10.06.1 Within thirty (30) calendar days of classification by the State Board, each Academic Distress school district shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the district is experiencing academic distress.

10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the district and determine the need for on-site technical assistance or technical assistance via distance technology.

10.06.3 The team of educators shall evaluate and make recommendations to the district superintendent within sixty (60) calendar days following the district's classification as an Academic Distress school district.

10.06.4 School districts classified as Academic Distress shall provide access to all district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.

10.06.5 The Department with assistance from the team of educators shall review the data relative to the academic status and performance of students in the Academic Distress school district.

10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the Academic Distress school district.

10.06.7 The Department shall provide relevant technical assistance to each identified school district based upon the needs identified in the Comprehensive School Improvement Plan.

10.08 Procedures for evaluating and removal of school districts from academic distress status

10.08.1 The Department shall review and annually report to the Board the academic conditions existing in each Academic Distress school district ~~and determine whether the district is making progress and has fewer than 75% of the students performing in the below basic performance level~~.

10.08.2 A school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only ~~if fewer~~

~~than 75% of the students perform below basic for two consecutive years~~ after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;

11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.

11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education.

11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.

11.01.~~6~~5 Require the annexation, consolidation, or reconstitution of the public school district.

11.01.~~5~~6 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.

11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.

11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to this section 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.

11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.

11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the Board, at its discretion, issues a written finding supported by a majority of the Board, explaining in detail that the school district could not remove itself from academic distress due to impossibility caused by external forces beyond the school district's control.

11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.

11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.

11.02 To transition to and implement the Common Core State Standards, the Board shall have the authority to:

11.02.1 Modify curriculum and assessment requirements;

11.02.2 Adopt new curriculum and assessment requirements; and

11.02.3 Direct the Department of Education to:

11.02.3.1 Propose to the state board rules and procedures; and

11.02.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled pursuant to A.C.A. § 6-18-206, the "Arkansas Public School Choice Act", to transfer to another geographically contiguous school district not in academic distress during the time period that a school district is classified as being in academic distress, and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act.

12.02 The cost of student transportation to the nonresident district shall be borne by the resident district.

12.03 The nonresident district shall count the student for average daily membership purposes.

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

~~*The following provisions will apply during time periods designated by the United States Department of Education (USDOE) for which the Arkansas Department of Education (ADE) may receive flexibility from certain provisions of the ESEA. If approved by the USDOE, the following flexibility provisions will be incorporated into these rules by reference.*~~

On June 29, 2012, the United States Department of Education (USDOE) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The USDOE approved the following waivers of ESEA for the State of Arkansas:

13.01.1 The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. Arkansas requested this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

13.01.2 The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.

13.01.3 The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an

LEA so identified and its SEA to take certain improvement actions. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.

13.01.4 The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. Arkansas requested this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

13.01.5 The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. Arkansas requested this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

13.01.6 The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. Arkansas requested this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

13.01.7 The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. Arkansas requested this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

13.01.8 The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. Arkansas requested this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

13.01.9 The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. Arkansas requested this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

13.01.10 The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. Arkansas requested this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

13.02 USDOE Flexibility Principle 1: College and Career-Ready Expectations for All Students

13.02.1 Definition of College and Career Ready: The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career.

13.02.1 The State Board ~~formally adopted~~ *voted to participate in* the Common Core State Standards *for English Language Arts (ELA) and Mathematics* in July 2010.

13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:

13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.

13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.

13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.

13.03 USDOE Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support

13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS).

13.03.2 The goals of DARTSS are, without limitation:

13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and

13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.

13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:

13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.

13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.

13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.

13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.

13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG)

13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.

13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:

13.04.1 All Students Group: All students in the school and school district.

13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:

13.04.2.1 Economically Disadvantaged;

13.04.2.2 English Learners (EL); and

13.04.2.3 Students with Disabilities (SWD).

13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:

13.05.1 African-American;

13.05.2 Hispanic;

13.05.3 White;

13.05.4 Economically Disadvantaged;

13.05.5 English Learners; and

13.05.6 Students with Disabilities.

13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):

13.06.1 Math Proficiency;

13.06.2 Math Growth (Grades 4-8);

13.06.3 Literacy Proficiency;

13.06.4 Literacy Growth (Grades 4-8); and

13.06.5 Graduation Rate (High School).

13.07 AMO Calculations

13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).

13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.

13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.

13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.

13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as "Achieving," a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school's ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

Status	Description	ADE Engagement/District Autonomy
Exemplary	• High Performance • High Progress • High TAGG high performance • High TAGG high progress	• Very low ADE engagement • Very high district autonomy
Achieving	• Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG • One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG	• Very low ADE engagement • High district autonomy
Needs Improvement	• Does not meet performance, graduation rate or growth AMOs for All Students and TAGG	• Low to moderate ADE engagement • Moderate district autonomy
Needs Improvement – Focus	• Schools with largest, persistent gaps between non-TAGG and TAGG students • Graduation rates less than sixty percent (60%) over a period of several years and	• High ADE engagement • Low district autonomy

	which are not classified as Needs Improvement – Priority schools.	
Needs Improvement – Priority	• Schools with persistently lowest achievement in math and literacy over three years for the All Students Group • Graduation rates less than sixty percent (60%) over a period of several years.	• Very high ADE engagement • Low district autonomy

13.09 Strategic Use of Title I Funds

13.09.1 School districts may use the flexibility granted by the USDOE to help lowest performing schools make targets by:

13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;

13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and

13.09.1.3 Transferring up to one hundred percent (100%) of the school district's Title II-A funds into Title I and using them for Title I purposes.

13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:

13.09.2.1 Prioritize the school district's lowest achieving students in its lowest performing schools;

13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and

13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

13.10.1 Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:

13.10.1.1 The school district's preliminary classification under Section 13.08.1 of these rules; and

13.10.1.2 The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.

13.10.2 Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.

13.10.3 School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.

13.10.4 Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.

13.~~09~~11 USDOE Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

Date	Respondent	Comment	ADE Response
10/2/2012	Dr. Benny Gooden, Superintendent, Fort Smith School District (Public Hearing)	There is reference in the rule concerning the testing of Social Studies "when funds are available." This needs to be clarified to provide a more coherent sense of direction.	Comment considered. The comment seems to refer to Section 5.02.1 of the rules. The provision referenced by the comment is not a new one in the proposed rules. With regard to the social studies assessment, the rule appears to be clear and unambiguous. The Arkansas Department of Education may develop a social studies assessment when funds are available and when such assessments are approved by the State Board of Education.
		Regarding the sanctions for substantiated testing violations, the sanctions appear to be misplaced. If a renegade employee violates testing rules which have been well communicated to them, we are going to punish the students, school, and the whole school district and preclude the school from being recognized for excellence. We should punish those in the wrong. This is a serious misplacement of justice.	Comment considered. The comment seems to refer to Section 5.07 of the proposed rules. The list of possible sanctions contained in Section 5.07.2 of the rules is not new. Further, the list of possible sanctions contained in Section 5.07.2 is taken verbatim from Ark. Code Ann. § 6-15-438.
		Absent in the rule is a reference to the technology that will be required to participate in Common Core testing. The Department, whether by rule or by memo, should reveal to school districts with specificity and clarity what the required platform will be to participate in testing. It would be nice if the Department would step up and take the lead in budget and assist with the cost of this. Another state is seeking an appropriation from its General Assembly.	Comment considered. The Arkansas Department of Education has, and will continue to, make this information available to school districts as soon as it is made available through PARCC. With regard to funding for technology, it is important to note that technology funds are provided by the state to each school district under the foundation funding matrix.

		With regard to academic distress definition: By very definition, five percent of the public schools in Arkansas will be in academic distress at any given time. This represents a moving target.	Comment considered. The premise of the comment is incorrect. Nothing in the flexibility approval requires the state to always maintain a number equal to five percent (5%) of its schools as priority schools. The requirement was that the state identify the lowest performing 5% of its schools as priority schools at the outset of the flexibility process. As priority schools meet their respective exit criteria, they will be removed from priority status. Once removed from priority status, the schools will not have to be replaced by other schools.
		Additionally, there is a question about whether the Department has the capacity to provide the required services for this many district in academic distress. It would be ill-advised for the Department to attempt to take over this number of districts.	Certainly, capacity is always a challenge when it comes to the Arkansas Department of Education providing technical support to almost 240 school districts and 17 open-enrollment public charter schools. However, the need to ensure that every student in Arkansas is college or career-ready upon graduation must always be the highest priority of the Arkansas Department of Education. A perceived lack of capacity cannot be used as an excuse. It is the utmost hope of the department that no school districts end up in academic distress.
		The Department has insisted upon placing Alternative Learning Environments (ALEs) in priority status. Due to the characteristics of these schools (changing group of students, inability to do well in other schools, etc.) the schools will not be able to meet academic standards. According to these rules, if you have one priority school that does not make progress, the Department would be in a position to place an entire school district in academic distress. The Department needs to rethink this provision. It is a poor plan and does not make any sense.	Under the applicable federal requirements, the state could not exempt ALEs. The goal of the flexibility process is to ensure that the state implements a systems approach to ensure that all students have the opportunity to attend an achieving school. Not including ALEs in the process would mean that the achievement of certain students could become lost in the analysis.

10/12/2012	Dr. Benny Gooden, Superintendent, Fort Smith School District (Via Letter)	The proposed rules are lacking a clear direction which reflects the expectations of the new format or expanded demands on Arkansas school districts which will accompany the new assessments which will be coordinated with the Common Core State Standards. These assessments are currently under development with the PARCC Consortium. Especially needed at this juncture are specifics regarding the technology demands in order that local school districts can prepare for a timely implementation.	Comment considered. As noted above, the Arkansas Department of Education has, and will continue to, make this information available to school districts as soon as it is made available through PARCC.
		Another consideration which is outside the purview of these rules, but which merits immediate action, is a consideration of and plan for the cost of training for implementation instruction relative to the Common Core State Standards as well as the assessments. Many states are acknowledging the cost of this implementation and are appropriating resources to support the process. Now is the time to develop this plan and support it.	Comment considered. The Arkansas Department of Education continues its implementation of a plan to precisely address each of these concerns. The department has provided Common Core training through professional development resources, Arkansas IDEAS, and through the Education Service Cooperatives. The state's strategic plan for implementation of the Common Core State Standards was recently updated by the Guiding Coalition and will continue to drive the implementation of the Common Core efforts in the state. The department will continue its efforts to assist school districts with an orderly transition to the Common Core State Standards.
		The criteria for designating "Academic Distress" classification of schools as outlined in the Definitions section 3.02, while appearing reasonable on its face, can yield unreasonable and possibly unanticipated consequences. For example: Placing an entire school district into Academic Distress when one school is designated as a Priority School and fails to meet an undefined "progress"	Comment considered. "Progress" for being removed from priority school status is not undefined. As discussed in Section 13.08.3.5.1 of the proposed rules, within a time period determined by the ADE, a priority school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school's ACSIP plan. A school district with a priority school that does not make progress toward

		standard is highly suspect. This is especially true when the current list of Priority schools is considered.	their interim measurable objectives under the PIP may be identified as a school district in academic distress. The measurable goals in the PIP will be developed by the school, with the assistance of the department. Those goals will not be based upon a comparison of achievement between one school and another, but upon the achievement of the students within the particular priority school. The PIP will clearly define those achievement goals and provide a roadmap for how the priority school will meet those goals.
		ADE identified almost 50 schools (5% of all schools) from across Arkansas as Priority Schools.	As noted above, the department was required to identify 5% of its schools as priority schools at the outset of the flexibility process. Schools that remove themselves from priority status will not be replaced on the priority list by other schools.
		Schools which had previously received School Improvement Grants under Section 1003(g) were arbitrarily assigned to this group despite the fact that some of these schools had met their targets. Obviously this was a bogus designation and was without reason or merit.	With regard to School Improvement Grant (SIG) schools, federal requirements mandated that SIG schools be included in the list of priority schools. The department could not apply for flexibility under the federal program without providing assurance that SIG schools would be included among the priority schools.
		Several school campuses enrolling only troubled students and designated as Alternative Learning Environments (ALEs) were understandably included in the Priority group. By virtue of the manner in which students are assigned to these campuses they will always be in the bottom 5% and will continue to receive Priority designation. That would appear to designate them as lacking progress when selected in multiple years. The effect under this rule will mandate the designation of the entire school district	ALEs must meet their individual, specific, measurable objectives (developed by the school with the assistance of the department) to exit priority status. The ALEs will not be measured against the success of other schools – they will be measured against their own ability to narrow the achievement gaps that exist between their own students. As with any priority schools, ALEs may remove themselves from priority status once they successfully meet the exit criteria for two consecutive years. The

		as Academically Distressed due to the fact that the ALE continues as a Priority school. Really! This illogical conclusion demeans the entire process and demonstrates a lack of logic. When a select group of the most troubled students – legally, behaviorally, socially and academically – are placed on a campus to better address their unique needs, it requires no great researcher to predict the outcome. These schools will always be among the lowest performers on the Benchmark exams – now or in the future. Punishing school districts which plan comprehensive programs to serve these students by designating them as Academically Distressed and then threatening a state takeover for an encore is without reason. The result will be the dismantling of such quality programs. It is unconscionable to sanction an entire district due to one Priority campus – especially in large school districts.	educational outcomes for students in ALEs are every bit as important as those for students in any other public school setting.
		As ADE identifies more and more schools and school districts as Priority or Academically Distressed, it is incumbent on the ADE to provide technical assistance. The capacity of ADE to fulfill this obligation – not to mention the resources to deliver services – is highly questionable.	The premise of this comment is incorrect. As noted above, the department will not identify more and more schools in the bottom 5% of schools statewide. Provided that school districts carefully create Priority Improvement Plans for their priority schools, develop measurable and realistic achievement goals, and carry out the plans with fidelity, there should be no reason why any school district would be identified as a district in academic distress based solely upon one priority school.
		The capacity issue is further exacerbated when the state takeover option is considered. Simple arithmetic to add more schools and districts in each year is sure to overwhelm the ADE staff. The track record which ADE has recorded from past academic takeovers stands in sharp contrast to fiscal takeover	As noted above, while capacity is always an issue, providing a quality education to every child must remain the highest priority.

		results. Taking over multiple large school districts will likely not lead to great success.	
		In summary, the rule should be revised to utilize multiple indicators for placing school districts into Academic Distress. In its present form, the rule is arbitrary and destined to miss the mark for properly targeting school districts lacking the capacity to address those most in need.	Comment considered. The department considered several possible indicators for academic distress. But in order to determine whether a school district should be identified or classified as being in academic distress, there seems to be only one applicable indicator – student achievement.

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
ARKANSAS COMPULSORY ATTENDANCE REQUIREMENTS
Amended August 1999

1.00 Arkansas Compulsory Attendance Requirements

1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing the Arkansas School Compulsory Attendance Requirements.

1.02 The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated §§6-18-201 and 6-18-207, as amended by Act 570 of 1999.

2.00 Purpose of Regulations

2.01 The purpose of these regulations is to establish age requirements for compulsory school attendance.

2.02 These regulations establish the dates for implementation of the Arkansas School Compulsory Attendance Requirements.

2.03 These regulations identify exceptions to the Arkansas School Compulsory Attendance Requirements.

3.00 Age Requirements for Compulsory School Attendance

3.01 For the 1999-2000 school year only, any child who has been enrolled in an "instructional program" may enroll the child in kindergarten if the child will attain the age of five (5) on or before October 1, 1999. An "instructional program" is one that promotes the educational development of the child in the home, center and/or school-based setting(s). Local school districts shall have the discretion to decide what constitutes an "instructional program" within their community.

3.02 Beginning with the 2000-2001 school year every parent, guardian, or other person residing within the State of Arkansas having custody or charge of any child age five (5) through seventeen (17) years on or before September 15 of that year shall enroll and send the child to a public, private, or parochial school, or provide a home school for the child.

3.03 Any parent, guardian, or other person having custody or charge of the child electing not to enroll their eligible child in the public school kindergarten program must file a signed kindergarten waiver form with the local district administration

office. On filing the kindergarten waiver form, the child shall not be required to attend kindergarten in that school year. However, any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

3.04 Any student who has been enrolled in a state-accredited kindergarten program in another state for a period of not less than sixty (60) days, who will become five (5) years old during the school year in which he/she is enrolled in kindergarten, and whose parents or guardians establish domicile in a public school district may be enrolled in kindergarten upon written request of the student's parents or guardians.

4.00 Exceptions to the Age Requirements for Compulsory School Attendance

4.01 Any child age sixteen (16) or above enrolled in a post secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education is not subject to the attendance requirement.

4.02 Any child age sixteen (16) or above enrolled in an adult education program or in the National Guard Youth Challenge Program is not subject to the attendance requirement.

4.03 Any child age sixteen (16) or above enrolled in an adult education program prior to June 13, 1994, under a waiver granted by the local school district, and currently attending the program, is not subject to the attendance requirement.