



## AGENDA CHARTER AUTHORIZING PANEL

December 5, 2013

Arkansas Department of Education

Auditorium State Education Building

1:00 PM

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### Action Agenda

#### **A-1 Consideration of Request to Resubmit an Open-Enrollment Public Charter School Application: Capitol City Lighthouse Charter School, North Little Rock, Arkansas**

*On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Capitol City Lighthouse Charter School appeared before the panel on November 13 and requested that Lighthouse Academies of Central Arkansas, Inc., the sponsoring entity, be allowed to open a charter in North Little Rock to serve students in grades K-12 with a maximum enrollment of 750.*

*Representatives of the North Little Rock School District and the Little Rock School District spoke in opposition to the charter.*

*By a 5-1 vote, the panel denied the application for Capitol City Lighthouse Charter School.*

*Pursuant to § 6.06.2 of the Arkansas Department of Education Rules Governing Public Charter Schools, the applicant requests that the Charter Authorizing Panel considers a resubmission of the application.*

**Presenter:** Mary Perry

#### **A-2 Consideration of Request to Resubmit an Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas**

*On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. A representative of the Redfield Tri-County Charter School appeared before the panel on November 14 and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter in Redfield to serve students in grades 5-12 with a maximum enrollment of 375.*

*By unanimous vote, the panel denied the application for Redfield Tri-County Charter School.*

*Pursuant to § 6.06.2 of the Arkansas Department of Education Rules Governing Public Charter Schools, the applicant requests that the Charter Authorizing Panel considers a resubmission of the application.*

**Presenter:** Mary Perry

# Request to Resubmit Charter Application

**Capitol City Lighthouse  
North Little Rock, Arkansas**

# Lighthouse Academies of Central Arkansas, Inc.

401 Main St. Suite 203  
North Little Rock, Arkansas 72116

November 25, 2013

Commissioner Dr. Thomas Kimbrell  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

RECEIVED  
COMMISSIONER'S OFFICE  
NOV 25 2013  
DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell,

We are requesting the opportunity to re-present to the Charter School Panel ("Panel"), no later than January 15, 2014, our application for an Open Enrollment Charter School in the North Little Rock. We are requesting this in accordance with ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC CHARTER SCHOOLS ("Rules") – October 2013, section 6.06.2 which states that "The authorizer may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the authorizer."

While we received notification, a reason(s) for the denial was not stated in the letter as required by section 6.06.1 of the Rules. Additionally, we would like the Panel to be able to fully consider the performance data of Jacksonville and Pine Bluff Lighthouse Charter schools as compared to North Little Rock School District and adjacent districts in order for the Panel to understand the impact our schools are having on students similar to those we seek to serve.

The Panel voiced concerns about the math performance of Jacksonville Lighthouse Charter School (JLCS). JLCS and Pine Bluff Lighthouse Charter School (PBLCS) ESEA reports were provided by Arkansas Department Education (ADE) to the Panel. However, ADE did not provide the same ESEA reports to the Panel for North Little Rock School District, (NLRSD) Little Rock School District (LRSD), or Pulaski County Special School District (PCSSD). As a result we believe that the Panel was not aware of how JLCS compared to NLRSD.

The data below shows what the Panel would have seen if they had reviewed the ESEA reports:

## ***Math performance***

***Proficient and Advanced for all students, JLCS performed above each district at the following levels:***

- + 4.72% vs. NLRSD
- +11.95 vs. LRSD
- +3.82 vs. PCSSD

***Proficient and Advanced for TAGG performed above each district at the following levels:***

- +7.33 vs. NLRSD
- +13.37 vs. LRSD
- +6.69 vs. PCSSD

**Percent Meeting Growth performed above each district at the following levels:**

- +6.79 vs. NLRSD
- +13.84 vs. LRSD
- +10.37 vs. PCSSD

JLCS was the only district of the four to be rated "Achieving" in Literacy. JLCS outperformed the other three districts in every category related to literary performance.

**Literacy performance**

**Proficient and Advanced for all students, JLCS performed above each district at the following levels:**

- +5.32 vs. NLRSD
- +10.08 vs. LRSD
- +4.77 vs. PCSSD

**Proficient and Advanced for TAGG (SPED, ELL and FARM), JLCS performed above each district at the following levels:**

- +9.31 vs. NLSRD
- +12.9 vs. LRSD
- +9.26 vs. PCSSD

**Percent Meeting Growth, JLCS performed above each district at the following levels:**

- +7.56 vs. NLRSD
- +8.5 vs. LRSD
- +14.79 vs. PCSSD

JLCS met 4 of 8 comparable AMOs; NLR met 1 of 8 comparable AMOs; PCSSD met 0 of 8 comparable AMOs and LRSD met 0 of 8 comparable AMOs.

The relative strength of the instructional model is supported by similar performance at Pine Bluff Lighthouse Charter School (PBLCS). PBLCS also generally outperformed its adjacent districts in almost every category.

In addition to the academic data, we want to note that the statement made by NLRSD Superintendent Kelly Rodgers concerning proper notification is not supported by the facts of the matter. He stated at the hearing that the failure to provide proper notice precluded the district from notifying ADE of the Board's decision to oppose the application within the 45 days required by the Rules. Attached please find documentation that Lighthouse properly notified the Superintendent on June 28, 2013 via email of the Intent to Apply and of the Public Hearing date and time (Attachment 1A and 1B). Also attached you will find documentation that the applicant properly provided a copy of the application to the Superintendent Kelly Rodgers on September 3, 2013 as directed by ADE (Attachments 2 and 3).

The NLRSD did receive proper notification but did not adhere to the regulations that require an action within 45 days of the receipt of the application. Consequently we were not aware if any action had been taken on the application by the NLRSD board. The spirit of the rule is for the applicant to be aware if there is opposition to the application in order to request an appeal or to request an expedited hearing.

# Lighthouse Academies of Central Arkansas, Inc.

401 Main St. Suite 203  
North Little Rock, Arkansas 72116

North Little Rock has one charter school – Lisa Academy, The school has a long wait list which indicates an unmet demand for public school choice. We believe that the families in North Little Rock deserve to have additional public school choices. We respectfully request the opportunity to re-present our application to the Panel no later than January 15, 2014 so that we can provide the families in North Little Rock with another public school choice.

Sincerely,

A handwritten signature in cursive script that reads "Susan Forte".

Ms. Susan Forte  
Board Chair

**From:** [Phillis Nichols Anderson](#)  
**To:** [Keisha Mattox \(ADE\)](#); [Mary Perry \(ADE\)](#); [kirspelk@nlrsd.org](mailto:kirspelk@nlrsd.org)  
**Cc:** [Lenisha Broadway](#); [Susan Forte](#); [Phillis Nichols Anderson](#); [Lisa Clay](#)  
**Bcc:** [Chris Bell](#)  
**Subject:** RE: July 1 Enrollment Count Form deadline REMINDER  
**Date:** Thursday, June 27, 2013 10:18:00 PM  
**Attachments:** [CCLCS LOI, ADE 6.28.13.pdf](#)  
[LOI to NLRSD, 6.29.13.pdf](#)

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Hello,

Please accept the Letters of Intent and Notice of Public Hearing for Capitol City Lighthouse Charter School.

Please advise if any additional information is needed:

Best regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 203  
North Little Rock, Arkansas 72116  
501-374-5000 Office  
501-374-5010 fax



[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

***We prepare our students for college through a rigorous arts-infused program.***

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# Lighthouse Academies of Central Arkansas

June 28, 2013

MR KENNETH A KIRSPERL Superintendent  
North Little Rock School District  
[kirspelk@nlrsd.org](mailto:kirspelk@nlrsd.org)

*\*Sent via EMail\**

Dear Superintendent:

Lighthouse Academies of Central Arkansas has filed a letter of intent with the Arkansas Department of Education Charter School Office. Attached to this email, you will find that letter.

The contact for Lighthouse Academies of Central Arkansas is:

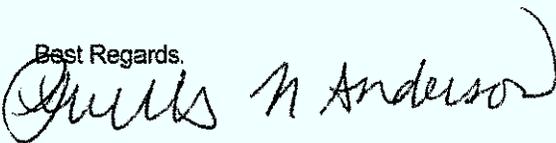
Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main St. Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

**Notice of Public Hearing**  
First Baptist Church Main  
2015 Main St.  
Thursday, July 18, 2013  
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

Enclosure: LOI to ADE.

401 Main St • Little Rock, AR 72116 • Ph: 501.374-5001 • Fax: 501.374-5010

401 Main St • Little Rock, AR 72116 • Ph: 501.374-5001 • Fax: 501.374-5010

**From:** [Phillis Nichols Anderson](#)  
**To:** [Keisha Mattox \(ADE\)](#); [Mary Perry \(ADE\)](#); [rodgersk@nlrsd.org](mailto:rodgersk@nlrsd.org)  
**Cc:** [Lisa Clay](#)  
**Subject:** CCLCS Application  
**Date:** Tuesday, September 03, 2013 10:20:00 AM  
**Attachments:** [Capitol City Lighthouse Charter School 2013 Application.zip](#)

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Please see attached application.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 203  
North Little Rock, Arkansas 72116  
501-374-5001 Office  
501-374-5010 fax



[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

***We prepare our students for college through a rigorous arts-infused program.***

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 Please consider the environment before printing this e-mail.

**From:** [Keisha Mattox \(ADE\)](#)  
**To:** [Phillis Nichols Anderson](#)  
**Cc:** [Mary Perry \(ADE\)](#)  
**Subject:** RE: NLRSD Administrative Directory  
**Date:** Tuesday, September 03, 2013 9:09:21 AM

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Ms. Nichols Anderson,

I called NLRSD and they said the email is [rodgersk@nlrsd.org](mailto:rodgersk@nlrsd.org). It seems the directory you attached has an extra 'e' in the email. If that still doesn't work you could call their office at 501-771-8000 and see if there is another way to notify them.

### **Keisha Mattox**

Administrative Analyst  
Charter and Home Schools Office  
Arkansas Department of Education  
Four Capitol Mall, Room 401-B  
Little Rock, AR 72201  
Ph. # 501-683-5313  
Fx. # 501-371-3514

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**From:** Mary Perry (ADE)  
**Sent:** Tuesday, September 03, 2013 8:49 AM  
**To:** Keisha Mattox (ADE)  
**Subject:** FW: NLRSD Administrative Directory

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**From:** Phillis Nichols Anderson [<mailto:pnicholsanderson@lighthouse-academies.org>]  
**Sent:** Tuesday, September 03, 2013 8:46 AM  
**To:** Mary Perry (ADE)  
**Cc:** Lisa Clay  
**Subject:** FW: NLRSD Administrative Directory

Hello,

I want to bring to your attention that the superintendent list on the ADE website is not up to date. We experienced difficulty (email bounce backs) when sending the public hearing notice and want to make sure we submit the application correctly today. Please advise.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academics, Inc.

# Notification of Charter Authorizing Panel Decision

**Capitol City Lighthouse  
North Little Rock, Arkansas**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

November 14, 2013

State Board  
of Education

Brenda Gullett  
Fayetteville  
Chair

Sam Ledbetter  
Little Rock  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Dr. Phillis Nichols Anderson  
Lighthouse Academies of Central Arkansas, Inc.  
401 Main Street, Suite 203  
North Little Rock, Arkansas 72116

RE: Notification of Charter Authorizing Panel Decision  
Capitol City Lighthouse Charter School

Dear Dr. Anderson:

On November 13, 2013, the Charter Authorizing Panel met and denied the application for the Capitol City Lighthouse Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Perry".

Mary Perry, Coordinator  
Charter and Home Schools Office

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

C: Mr. Kelly Rodgers, Superintendent, North Little Rock School District  
Dr. Jerry Guess, Superintendent, Pulaski County Special School District  
Dr. Dexter Suggs, Superintendent, Little Rock School District  
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

**2013-2014 Application Cycle**

# Capitol City Lighthouse

## Summary

**Capitol City Lighthouse  
North Little Rock, Arkansas**

## Capitol City Lighthouse Charter School

<b>Grade Level(s):</b>	K-12 (K-6 in Year 1 adding a grade each year)
<b>Student Enrollment Cap:</b>	750 (344 in Year 1)
<b>Name of the Sponsoring Entity:</b>	Lighthouse Academies of Central Arkansas, Inc.
<b>IRS Status</b>	Applied for 501(c)(3) Non-Profit Status
<b>Address:</b>	1800 North Maple Street North Little Rock, AR 72114

### **Mission Statement**

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

### **Information on the School District in Which the Charter Would Be Located**

North Little Rock School District

62.72% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Graduation Rate and Mathematics

### **Issues that Remain Unresolved as Determined by the Charter Internal Review Committee**

- Lack of an explanation about the ways in which a new teacher will be determined to be highly effective
- Concern that leveled and themed reading materials may not provide the rigor that aligns with the Common Core State Standards
- Lack of a specific method of instruction for English language learners
- Meeting the needs of gifted and talented students
- Lack of qualifications, if any, required for the highest school officials as job descriptions state "DESIRED QUALIFICATIONS" without required qualifications
- Lack of special education degree as a requirement for the special education teacher
- Lacking explanation of the impact that the school would have on the Little Rock School District and the Pulaski County Special School District

- Possible conflict of interest since the current president and CEO of the company that will lease the facility to the charter is also the president and CEO of the management company with which the charter plans to contract
- The request for a waiver of Ark. Code Ann. § 6-16-102 because a waiver is not needed to extend beyond the required six hours of instructional time each day

### Documentation Provided in Support of the Charter

#### Letters of Support Included in Application

Representative Eddie Armstrong	Arkansas House of Representatives
Dr. D.L. Richardson	Pastor, First Baptist Church, Main Street, North Little Rock
Shedrick Warren III	G4L Custom Embroidery, North Little Rock
Pastor William L. Robinson	First Baptist Church, Scipio A. Jones Dr., North Little Rock
Jared K. Henderson	Individual

#### Other Letters of Support (available for review)

Kathy Smith	The Walton Family Foundation
Kara Smith	Individual
Analiza Merriweather	Individual

#### Petitions (available for review)

462 signatures

### Requested Waivers

#### **Note from legal staff:**

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation 10.02 Class Size and Teaching Load**
  - The Applicant requests to have a maximum class size of 22 in K and 25 in all other grades with a 10% variance if necessary. Including the 10% variance, the maximum size would be 24 in K and 28 in all other grades.

#### From Ark. Code Ann.

6-10-106	School year dates
6-13-109	School superintendent
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-13-601 et seq.	District Boards of Directors Generally
6-14-101	Applicability of general election laws
6-16-102	School day hours (to extend beyond six hours of instructional time)
6-17-301	Employment of certified personnel
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
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 (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
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
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

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

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (for the first year of operation only)
7.02.3	Annual meeting to explain policies, programs, and goals to the community in a public meeting (for the first year of operation only)
8.01	Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
10.02	Class Size and Teaching Load (requesting 10% more than 22 in K and 10% more than 25 in other grades for maximums of 24 in K and 28 in other grades)
15.01	School District Superintendent
15.03	Licensure and Renewal
16.02	Media Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

From Other Rules

- 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
- Sections 6, 7, and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
- 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)

**2013-2014 Application Cycle**

**ADE**

**Evaluation and**

**Applicant**

**Responses**

**Capitol City Lighthouse**  
**North Little Rock, Arkansas**

## CAPITOL CITY LIGHTHOUSE CHARTER SCHOOL

<b>Sponsoring Entity:</b>	Lighthouse Academies of Central Arkansas, Inc.
<b>IRS Status:</b>	Applied for 501(c)(3) non-profit status
<b>Grade Levels:</b>	K-12
<b>Student Enrollment Cap:</b>	750
<b>Address of Proposed Charter:</b>	1800 North Maple Street, North Little Rock, AR 72114

### 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 Arkansas Department of Education on time and included all the necessary information.

#### Meets the Standard

### PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

#### Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

#### Meets the Standard

### C-1 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
  - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
  - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - The last publication date of the notice was no less than seven days prior to the public meeting.

- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located
  - Within seven calendar days following the first publication.

**Meets the Standard**

**C-2 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 the relationships among the groups.

**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.

**Meets the Standard**

**C-3 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 clear and succinct.

**Partially Meets the Standard**

**Concerns and Additional Questions:**

- Explain the method of determining that “students make gains of 20% more per year than average.” Provide the standard by which the gains are measured and explain how new teachers are determined to be highly effective.

As measured by NWEA. NWEA MAP tests are nationally-normed assessments that can measure how much students have improved in reading and math during the year relative to a national norm group.

**C-4 EDUCATIONAL NEED**

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

**Evaluation Criteria:**

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

### **Concerns and Additional Questions:**

- Provide specific ways in which art activities and techniques are infused each day into the teaching of all core subjects.

**Attachment 1: Lesson Plans**

**Attachment 2: Arts Infusion Toolkit**

### **C-5 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

### **Concerns and Additional Questions:**

- Explain how the curriculum will prepare students for college.

CCLCS will use Arkansas Frameworks and Common Core Learning Standards to guide instruction for all content areas. These frameworks will be supplemented by other resources such as the State Released Items for Math and English, Language Arts, and annotated state test questions. CCLCS will use a *curriculum* that has a natural progression from the elementary grade levels to the middle school grades; is closely aligned to the Common Core Standards for math and reading; offers the criterion outlined in the K-8 Publishers Criteria for the Common Core State Standards for Mathematics and offers a balanced approach to instruction. The programs will include materials and tools that reflect the balance in the Standards and will facilitate students meeting the Standards' rigorous expectation. The instructional materials used will meaningfully connect the content standards and the practice standards. The program will have a digital component that enhances classroom instruction and supports students and parents at home. CCLCS will use a Social Studies program that integrates Language Arts and literacy standards and has online curriculum support. These programs will provide support materials for students that require extension opportunities as well as support materials for students that struggle. The programs include quality professional development for teachers that strengthens teachers' knowledge and pedagogy of Common Core State Standards. Teachers will engage in professional development to increase their effectiveness in differentiation and creating lessons that offer rigor and relevance. Teachers will be evaluated using the Danielson model that will lead to increased effectiveness as well. Opportunities for enrichment and support will be offered based on the scholar's individual needs.

**Attachment 3 - Curriculum Maps**

- Explain what assessments will be used to drive instructional decisions at the school.

CCLCS will use data to impact large and small-scale instructional decisions and resource allocation. The data from internal and external tests drive feedback and adaptation to improve teaching and learning at the school. The ongoing collection of student achievement data through formal and

informal assessments in all subjects is used by teachers and administrative staff to drive the instructional program as follows:

- Assessment data is tracked and regularly monitored by teachers to allow them to tailor instruction to the needs of the class and of individual students. Teachers and leaders use data management systems (*PowerTeacher* and *Pearson Inform*) to track student data.
- Teachers use assessment data to create flexible instructional groupings based on the needs of the students. The composition of these groups will change as the data shows students progressing through different levels of mastery.
- Ongoing assessments allow teachers to provide continuous feedback to students and permit administrative staff to provide continuous feedback to teachers.
- Assessment data permits administrative staff to evaluate the effectiveness of the curriculum content, delivery strategies and resource allocation in helping students to meet the state standards and grade level expectations. Based on these evaluations, administrative staff will supplement or adjust the curriculum or provide targeted professional development to teachers.

The staff and Principals review achievement data at ongoing staff meetings, professional development days, individual Principal/ teacher meetings and smaller teacher-led meetings. The Directors of Teacher Leadership (DTL) and Principals also regularly observe classrooms and use alternative strategies to assess the strengths and weaknesses of the school against specific standards. Leaders oversee the collection and analysis of the particular types of data and use the knowledge gained to make tactical adjustments—perhaps targeting additional support to particular students or teachers or quickly responding to a school-wide problem evident from the data. Listed below are current assessments and curriculum being used at Arkansas Lighthouse Charter Schools through grade 10. CCLCS will use the same or similar curriculum and assessments. The formative assessments and NWEA drive the instructional program and literacy and math action plans that are used to strategically move scholars towards proficiency.

**Attachment 4 – Sample Action Plans.**

Assessment	Type	Who	What
Qualls	Criterion Referenced	K	Math/Reading
NWEA	Norm Referenced	K-8	Math/Reading
ITBS (augmented state assessment included)	Norm and Criterion Referenced	1st, 2nd, 9th	Math/Reading
ACTAPP (State Assessments)	Criterion Referenced	3rd-8th	Math/Literacy/ Science (5 and7)
ReadiStep (Collegeboard) pathway to PSAT	Norm Referenced	7th and 9th	Math/Reading/Writing
Explore -pathway to ACT	Criterion Referenced	8th	Math/Reading/Writing/Science
PSAT - pathway to SAT	Norm Referenced	10th	Math/Reading/Writing
Plan - pathway to ACT	Criterion Referenced	10th	Math/Reading/Writing/Science
TLI - pathway to State Assessments	Criterion Referenced	1st-EOC Courses	Math/Literacy/ Science (5 and7)
TLI - pathway to State Assessments	Criterion Referenced	1st-EOC Courses	Math/Literacy/ Science (5 and7)
Mock ACTAPP-pathway to proficiency	Criterion Referenced	1st-EOC Courses	Math/Literacy/ Science (5 and7)
Advanced Placement Exams	Criterion Referenced	11th and 12th AP Students	Math/Literacy/Science/History/et c.

SAT	Norm Referenced	11th and 12th	Math/Reading/Writing
ACT	Criterion Referenced	11th and 12th	Math/Reading/Writing/Science
<b>Curriculum</b>	<b>Content Area</b>	<b>Grades</b>	
Imagine It	Reading	K-4	
Saxon	Math	K-4	
FOSS	Science	K-8	
Eye Openers, Pearson Celebration Press	Social Studies	K-2	
Glencoe, Level Blue	Science, Integrated	Grades 4-8	Supplemental
Pearson Learning Core			
Prentice Hall, Science			
	Math and Pre Algebra		
My Math, Course 1 and 2,			
Reading Street	Literacy	5th and 6th	
Prentice Hall, History of			
Springboard, College Board	ELA	7th-10th	
	Math, Algebra,		
World History, Patterns of			
Prentice Hall	Physical Science	9th	
Civics In Practice: Holt	Social Studies	10th	
Biology, Miller Levine			

- Provide examples of the ways in which arts are infused into curriculum and instruction that is “anchored in grade level standards, grade level expectations, and the Common Core State Standards....”

### Language Arts

Before writing a written summary of a text, have students act it out.

Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw.

Have students play charades or Pictionary to review vocabulary words.

Have students identify significant aspects of a text’s setting by creating a physical model of the setting (e.g., a diorama).

Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing.

Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and identifies literary techniques (foreshadowing, flashback) as captions for the comic strip’s frames.

Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture.

### Math

Have students recite their math facts or information about a math concept to the tune of a familiar melody.

Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about.

Use masking tape to create a large grid on the floor and have students create a 'dance' based on a list of coordinate pairs.

Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.)

To practice converting units of measurement, have students draw pictures of large objects to scale.

### **Science**

Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines).

To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step.

Have students write speeches from the perspective of famous scientists describing the significance of their work.

Have students demonstrate the concepts behind a topic of study by creating a work of animation on the computer.

### **Social Studies**

To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing.

Have students create models/dioramas of famous moments in history with a written explanation of the details in their model.

Have students play charades or Pictionary to review vocabulary words.

Have students write a poem or speech from the perspective of a historical figure they are studying.

Play music from the time period students are studying.

Use a corner of the classroom to create a gallery of significant artwork from the period of study.

Have students create a travel brochure or commercial for a place they are studying.

Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).

### **Attachment 3 – Arts Infusion Toolkit.**

- Provide the grade levels to be served by year with the maximum enrollment for each year. K-6 is proposed for the first year with an enrollment of 344. Below is an enrollment chart outlining the anticipated enrollment for each grade. The school requests the right to modify enrollment based on facility restraints or the need to offer more sections of one grade and less of another but will stay within the proposed cap and may adjust enrollment per grade or class by 10%.

SY 14.15	Scholars	SY 15.16	Scholars	SY 16.17	Scholars	SY 17.18	Scholars	SY 18.19	Scholars
K	44								
1	50	1	50	1	50	1	50	1	50
2	50	2	50	2	50	2	50	2	50
3	50	3	50	3	50	3	50	3	50
4	50	4	50	4	50	4	50	4	50
5	50	5	50	5	50	5	50	5	50
6	50	6	50	6	50	6	50	6	50
	<b>344</b>	7	50	7	50	7	50	7	50
			<b>394</b>	8	50	8	50	8	50
					<b>444</b>	9	50	9	50
							<b>494</b>	10	50
									<b>544</b>
SY 19.20		SY 20.12							
K	44	K	44						
1	50	1	50						
2	50	2	50						
3	50	3	50						
4	50	4	50						
5	50	5	50						
6	50	6	50						
7	50	7	50						
8	50	8	50						
9	50	9	50						
10	50	10	50						
11	50	11	50						
	<b>594</b>	12	50						
			<b>644</b>						

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The school acknowledges that every digital course must be offered from a provider approved by ADE and must meet or exceed curriculum standards and requirements established by the State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

## C-6: ACADEMIC ACHIEVEMENT GOALS

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

### Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

### Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

#### Concerns and Additional Questions:

- Provide additional information about the rigorous courses to be offered and preparation in the early grades for students to be ready to succeed in AP courses.

CCLCS will use Arkansas Frameworks and Common Core Learning Standards for English Language Arts and Literacy and Math to insure that rigor and relevance is provided in early grades that will prepare scholars for Advance Placement courses in high school. The school will use a variety of assessments to determine scholars' progress towards meeting college readiness benchmarks. CCLCS will offer classrooms that demand tough, rigorous outputs from scholars to prepare them for critical thinking and problem solving. Additionally, this rigor builds a key characteristic in our students: grit. Ultimately, the success of a rigorous academic environment is determined by our students' abilities to graduate from college. CCLCS teachers will receive 160 hours of professional development each year that will prepare them to provide an academic program at CCLCS that will be structured to enable every student to graduate prepared for college and to be competitive in a global work force.

#### Attachment 5: Yearlong PD Plan

- Provide the percentage of students expected to complete AP courses.

By the end of scholar's senior year, we expect for 100% of the scholars to have completed at least 1 AP course.

- Clarify the length of time that students will have to have been enrolled at Capitol City Lighthouse Charter School to have their NWEA MAP reading and math assessments included to determine if scholars are academically on track for college (Goal #3).

Scholars who have been enrolled for 3 years – each scholar must have been enrolled for the full school year and must have a fall and spring test scores.

Part 1 (meeting AR and shifting to meeting Common Core State standards): The school will meet the Annual Measureable Objective set by the state and/or will reduce its non-proficient population in ELA and Math by 15% each year.

Part 2 (high achievement on nationally-normed assessments):

Grades K-8: At least 40% of K-8 scholars who have attended the school for three years in participating schools will be in the top quartile on the NWEA MAP reading assessment and at least 40% of K-8 scholars will be in the top quartile on the math assessment in the spring. This goal will apply to scholars who have both a fall and spring NWEA score, indicating that they were enrolled in the school for at least a full academic year.

Grades 9-12: All scholars will take the EXPLORE/PLAN/ACT/or SAT series of assessments. Annually at least 75% of scholars will meet the college readiness benchmarks on these exams.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter

The school understands that during the first year of operation, the charter's AMO will be based on the state's AMO.

## **C7: 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 State 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 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 State Standards.

### **Meets the Standard**

## **C-8: STUDENT SERVICES**

The Student Services section should describe how the school will address specific services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

### **Partially Meets the Standard**

### **Concerns and Additional Questions:**

#### **Health Services**

- Since the nurse is budgeted as a part-time employee, explain how daily student needs will be met when the nurse is not on campus.

The school nurse will work daily and will coordinate delivery of health services and will contribute to the professional development of school personnel as colleagues. The school's health service program shall insure that administrative and office staff members will be trained in emergency procedures, first aid, CPR and administration of medicine.

### **Media Center Services**

- Explain how a variety of books at many levels will be accessed by students as required by the Common Core State Standards.

The Curriculum provides leveled readers for each classroom. Leveled Readers for Fluency is structured to increase fluency and accuracy by providing students with the opportunity to practice reading at their own level. Theme related books at three readability levels; Easy, Average, or Challenge address the individual needs of all students. Whether used for independent reading or in small, flexible groups, Leveled Readers for Fluency builds fluency and strengthens students' reading and comprehension skills. Spanish Leveled Readers are also available for ESL students.

### **Special Education Services**

- Confirm the understanding that RTI cannot replace referrals for special education services.

RTI does not replace referrals for special education services but offers a systemized process for progressive interventions to be developed and implemented to address students' needs.

### **Alternative education program**

- Confirm that a waiver will be requested for alternative education as there was no waiver request for this program included in the waiver section of the application, but the budget template states that a waiver is requested. If a waiver will not be requested, explain the process for identification of ALE students, describe the program and facility, and revise the budget to reflect these expenditures.

Waiver is being requested.

### **English Language Learner Services**

- Explain how students who are English language learners will be identified.

All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English.

- A. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension.)
  - B. Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.
- Describe the program for students who are English language learners and specify the qualifications required for the teacher.
    - A. The instructional approach selected for the alternative language program will be ESL (English as a Second language).
    - B. The curriculum for the ESL instructional program will be the Arkansas Department

of Education's (ADE) English Language Proficiency Frameworks which are aligned with ADE content frameworks.

- C. All students who are identified as not proficient (English Language Learner [ELL]) will be provided with plan designed to promote growth in English proficiency and core content subject areas. This will be created by a Language Placement and Assessment Committee. Primary instruction will be provided by a certified teacher who is fluent in English and who may serve as a reading interventionist..

### **Gifted and Talented Services**

- Explain how gifted and talented students will be identified.

Scholars who performs at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who exhibits high performance capability in an intellectual; or excels in a specific academic field will be identified as gifted and talented. The school will utilize its School Support Team to review referrals that can be made by the parent, teacher or the student. The team will review several measures including assessments and student work.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in gifted and talented education.

All students at Lighthouse schools receive rigorous instruction for the classroom teacher. Teachers receive training on Differentiation, Bloom's Taxonomy, Multiple Intelligences, Rigor and Relevance and Pre AP and AP training. Scholars receive enriched instructional activities in accordance with Gifted and Talented Frameworks. ELA and Math Teachers in the Upper Academy and College Preparatory Academy use College Board's Springboard curriculum and receive extensive day curriculum professional development.

- Explain how the social and emotional needs of gifted and talented students will be met.

A number of strategies will be utilized by teachers, counselors, parents and students to accommodate the varied needs of scholars. Scholars will have access to counseling and the schools will also develop alternative arrangements to permit students' affective needs to be addressed. Strategies will be designed by school teams who know the young person and who work cooperatively with the student's parents to create a plan for matching school provisions and services with identified student needs; and contain clearly articulated goals and objectives stated so that progress in attaining them can be evaluated.

### **C-9: 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 that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

#### **Partially Meets the Standard**

### **Concerns and Additional Questions:**

- Explain why the Little Rock School District, and the Pulaski County Special School District, were not listed on Page 3 of the application as districts from which the charter is likely to draw students.

CCLCS will be a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. However, our intent is to serve a particular community based on the educational need. Although every child will have an equal opportunity to enroll in the school, no efforts will be made to recruit from the Little Rock School District or Pulaski County Special School District. The proposed location of the school, our recruiting efforts and the bounds of our transportation are designed to serve the community identified in our needs assessment. However, the potential impact on those districts is addressed in the Desegregation Assurances.

- Clarify if the charter plans to enroll approximately 388 students in 2014-2015 as stated in this section of the application or 344 as stated in the budget.

The school plans to enroll 344 students in its initial year.

### **C-10: 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 timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

#### **Meets the Standard**

### **C-11: 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, anonymous 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.

#### **Meets the Standard**

### **C-12: 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 qualifications which will be required of employees.

#### **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.;
- 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, and
- The staffing plan presented in this section matches the staff members noted in the budget.

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Explain the distinction, if any, between the Director of Teacher Leadership (DTL) and the Director of Teaching and Learning.

No distinction. Correct title is Director of Teacher Leadership.

- Explain the need for two DTL positions in 2015-2016.

Revised.

- Provide a job description for the Director of Student Services as this is a budgeted position.

This position is a supplementary service position that will be provided if the school is eligible for supplementary funds. Removed from budget.

**Attachment 6: DSS Job description.**

- Provide a job description for the Director of Instruction, and revise the budget to include a salary if this person will be hired in the first or second year of operation.

**Attachment 7: Position title revised to Director of Teacher Leadership. Position description attached.**

- Explain if school operations manager and office assistant are one or two positions.

Two positions.

**Attachment 8: School Operations Manager PD**

**Attachment 9: Office Assistant PD**

- Provide job descriptions for teaching positions.

**Attachments 10-15.**

- Provide the required educational qualifications and licensure requirements for each position.

Teachers must be Highly Qualified or hold teacher certification.

### **C-13: BUSINESS AND BUDGETING PLAN**

The Business and 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 managing procurement activities;
- A description of the personnel who will perform 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;
- 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, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

**Concerns and Additional Questions:**

- Explain the distinctions between the duties of the business manager and the school operations officer.

The SOM focuses more on the day to day operations of the school while the business manager provides an oversight role and financial management functions to maintain, accurate, and compliant financial records within the framework of the Arkansas Financial Accounting Handbook, chart of accounts as allowed within APSCN.

**Attachment 16: Financial Business Management Description**

**C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will 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 Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

**Concerns and Additional Questions:**

- Confirm that Lisa Stephens is the accountant requested.

Lisa Stephens is the requested accountant.

- Provide the address and phone number for the firm.

715 Front St., P.O. Box 1978, Conway, AR 72033: 501-327-2834; Fax: 501-327-6663

**C-15: 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.

**Meets the Standard**

## **C-16: FACILITIES**

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- 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; and
- 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 charter school officials 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.

### **Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

#### **Concerns and Additional Questions:**

- Explain the discrepancy in the cost of the building lease as the amount on Facilities Utilization Agreement states \$29,000 per month, which would be \$348,000 per year, but \$240,000 each year is the cost of the lease included in the budget.

The amount should be \$348,000. This assumes the lease and up fit of the entire building.

- Explain why, in addition to the lease amount to be paid to Charter Facilities Management, annual expenses of \$20,000 for facilities management and \$18,000 for repairs and maintenance are budgeted for Charter Facilities Management.

The proposed lease is triple net. The lease amount equals the debt service with no mark up. The \$20,000 fee is for CFM services on managing the facility and lease administration. An additional \$18,000 is budget for repairs made by 3rd party vendors.

- Clarify if the application for a conditional use classification was submitted to the local zoning authority in August 2013.

The application was submitted on August 27, 2013.

### **C-17: 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 explain how conflicts will be addressed.

#### **Evaluation Criteria:**

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

#### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

##### **LEGAL COMMENTS**

- Explain the apparent conflict of interest that will exist when Charter Facilities Management (CFM) acquires the property to be leased by the charter school.

CFM, Inc. is a nonprofit non related party to the charter applicant and the charter school manager. CFM provides the same service for Lighthouse Academies of Pine Bluff Arkansas which was previously approved by the Arkansas Department of Education.

- Explain the safeguards in place to handle employee conflicts of interest.

Each employee will be required to disclose any conflict of interest and that disclosure will be reviewed by the Board of Directors. All staff members will adhere to ADE Rules and Regulations Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board members, and other parties.

### **C-18: 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 charter school plans to participate in the National School Lunch program.

#### **Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

#### **Concerns and Additional Questions:**

- Explain why there is no mention of the child nutrition director, only the nurse, in the discussion of menus as funds are included in the budget to pay a vendor for child nutrition director services.

There is a certified Lighthouse Academies Child Nutrition Director on staff that serves all Lighthouse schools in Arkansas. Each school employs a staff member that manages meals on a daily basis under the supervision of the Child Nutrition Director.

- Clarify the discrepancy as the response in this section of the application states that the budget assumes that 60% of the students enrolled would qualify for free or reduced priced meals, but numbers in the budget, and information included in the description of the geographical area of the charter (#9), indicate that more than 70% would qualify for free or reduced priced meals.

The budget actually assumes just over 70% of the students enrolled will qualify for free and reduced meals.

- Explain how the charter will determine and ensure compliance with the USDA meal pattern requirements.

The school will select a vendor to provide meals that comply with the requirements. The school will offer breakfast and lunch daily.

### **C19: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

#### **Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

#### **Concerns and Additional Questions:**

- Include the salary for the Family Coordinator in the budget.
- Explain how members of the community, other than parents, guardians, or charter school employees will be involved with the school to positively impact the charter school's educational programs.

CCLCS will use several methods to communicate progress towards our goals to the community, parents and scholars. Community involvement at CCLCS will be facilitated by the Coordination of Family and Community Partnerships. The CFPC is responsible for ensuring that parents and other community stakeholders have the information they need to support our scholars and have ongoing opportunities to support the development and sustainability of the school. The CFPC will coordinate a minimum of 3 public performances / art showing each year as a strategy to showcase scholar achievements and build public support; develop a menu of support/volunteer opportunities for areas businesses, individuals and organizations that will allow them to utilize their unique assets in support of CCLCS scholars and secure formal partnerships with support organizations such as Boys and Girls Clubs, Boys and Girl Scouts, local faith organizations, arts organizations and social services organizations that allow our scholars to benefit from their services and allow them to engage at CCLCS. Our community involvement also relies on the CCLCS Board of Directors, volunteer leaders recruited from the community. Membership in the board is open to any community members committed to the success of our scholars and open access to all children (subject to the Board memberships bylaws and recruitment cycle.) The board members also serve as community ambassadors for the school and are integral in the establishment of partnerships with local businesses and other organizations. Coordinator of family and community partnerships. Strategies include a monthly dashboard prepared by the Principals for the Board of Directors that includes enrollment, withdrawal, discipline and academic data. The report also includes the number of teacher observations conducted and a description of any professional development provided. A monthly Dashboard prepared by the Principals to track scholars' performance on Interim Assessments, attendance rates, parental support through conference attendance and parent, teacher and student satisfaction rates and regular printed reports on NWEA and Interim Assessment student performance provided to parents and discussed during parent conferences.

Families are also continually engaged to ensure that our mission is carried through into the home. We build a two-way communications line with the parents by starting each year by signing of a three way compact that articulates both the opportunities and expectations tied to attending a Lighthouse School. Conducting home visits in the summer where staff are taking the arts, our expectations and resources into the community and the homes of our scholars. Following up during the school year with weekly school to parent communications and monthly family meetings. Each of these interactions is framed by the mission of our school and carries with it our school culture and values. The school will establish a parental involvement plan that establishes the school's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Collaboration with parents will be accomplished through School Based Management Team which will develop and implement the district-level school improvement plan. The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP). The ACSIP will be presented to parents during Back to School parent meetings and after board approval posted to the school's website and filed with the Division of Learning Services. The Board of Directors will have a designated seat on the board for a parent representative. Parents are surveyed twice a year to provide feedback to school.

#### **ATTACHMENT 18: CFCP Job Description**

#### **C-20: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

#### **Concerns and Additional Questions:**

**See and respond to comments from Arkansas Department of Education legal staff.**

#### **LEGAL COMMENTS**

**Requested Waivers:**

#### **Ark. Code Ann. § 6-16-102 School Day Hours**

The applicant should explain why this waiver is necessary. Based on the application, it appears the proposed charter school would provide at least six hours of instructional time per day.

The waiver was requested to extend beyond the six hours of instructional time.

#### **Standards for Accreditation 10.02 Class Size and Teaching Load**

The applicant should specify the maximum teacher-student ratios per grade level.

K – 22 per class; Grades 1 and above – 25 per class. Flexibility to adjust this class size by 10% is requested.

#### **Gifted and Talented**

The applicant requested a waiver of Ark. Code Ann. § 6-20-2208(e)(6) which does not exist. The applicant should confirm the correct statute for which it seeks waiver is Ark. Code Ann. § 6-20-2208(c)(6).

Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6)

## Standards for Accreditation 18.0

### ADE Rules Governing Gifted and Talented Program Approval Standards

#### Waivers Not Requested:

##### **Minimum Compensation**

The applicant requested a waiver of Ark. Code Ann. § 6-17-2201 et seq. and § 6-17-2401 et seq. governing minimum salaries. In order to effectuate this waiver the applicant should also request a waiver of Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Waiver requested for Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

##### **Standards for Accreditation 15.01 Full Time Superintendent**

The applicant requested a waiver of employing a superintendent. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-13-109.

Waiver requested for Ark. Code Ann. §§ 6-13-109 & 6-17-427

Standards for Accreditation 15.01

ADE Rules Governing the Superintendent Mentoring Program

##### **Alternative Learning Environments**

The applicant did not budget any expenditures for Alternative Learning Environments (ALE) and did not request a waiver of ALEs.

Waiver requested for Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.  
Standard for Accreditation 19.03

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

**Rationale:** It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

## **C-21: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

**Does Not Meet the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

## **Concerns and Additional Questions:**

**See and respond to comments from Arkansas Department of Education legal staff.**

### **LEGAL COMMENTS**

The applicant should describe the potential impact of the proposed charter school on the efforts of the affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

Capitol City Lighthouse Charter School (CCLCS) proposes to locate its open-enrollment public charter school within the boundaries of the North Little Rock School District (NLRSD), and as an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to obtain most of its students from within the boundaries of the NLRSD, with its remaining students coming from the Little Rock and Pulaski County Special School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-105 to carefully review the potential impact its opening would have upon the efforts of the NLRSD, Little Rock and Pulaski County Special School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, CCLCS has substantiated that the NLRSD and the Little Rock School District (LRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the NLRSD and the LRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for CCLCS cannot be said to have a negative impact on the NLRSD, LRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

CCLCS is asking for an enrollment cap of seven hundred fifty (750) students; it is anticipated that approximately 388 students will be enrolled in CCLCS during its first year of operation. According to the 2012-2013 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the NLRSD had a student population of 8,610 students; the LRSD had a student population of 23,594 students, and the PCSSD had a student population of 17,245 students. At its maximum enrollment of 750 students, the student population of CCLCS would equal 8.7% of NLRSD's student population; 3.2% of LRSD's student population, and 4.3% of PCSSD's student population. Pursuant to Ark. Code Ann. § 6-23-306, CCLCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project the racial composition of CCLCS. Ark. Code Ann. § 6-23-105 requires that CCLCS's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. CCLCS's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts, and the student populations of such districts, shows that such negative effect is not present here.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion

contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD’s motion in these words:

To sum up, LRSD and Joshua’s motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua’s favor, no reasonable fact finder could conclude that the State is in material breach of the parties’ 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

*Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.*

In conclusion, CCLCS submits that, upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State’s charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

## **C-22: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicants’ plan to ensure continued success of the charter school over time.

### **Evaluation Criteria:**

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

**Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)**

### **Concerns and Additional Questions:**

- Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Leaders receive 160 hours in professional development, effective succession plans, policies and procedures are in place to insure continuity of effective school operations. The LHA Talent Management team has conducted intensive recruitment efforts that resulted in 737 teacher and leader applications. In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Teacher Jobs; Accomplished Teacher (National Board); Smartbrief of Educators); Teachers of Color, Special Education Teachers. The founding Board of Directors will be the governing Board of Directors and with the assistance of LHA will hire and evaluate the school leaders. The Board will have a

professional development plan that will meet the ADE rules governing required training for school board member and will ensure its ability monitor the academic and financial health of the school. The Board will employ an external auditor to monitor the school's financial well being. The Board will review data on academic and non academic goals monthly. The Board retains the authority to make changes in the program, policies and procedures as may be needed to ensure the success of the school.

# REVISED BUDGET

**Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2014-2015</b>	<b>Salary 2014-2015</b>	<b>2015-2016</b>	<b>Salary 2015-2016</b>
<i>Line#</i>	<b>List Positions</b>	<b>No. FTEs</b>		<b>No. FTEs</b>	
1	Principal	1	\$80,000.00	1	\$82,400.00
2	Director of Teaching & Learning	1	\$55,000.00	1	\$56,650.00
3	Teacher Leader Fellow	0.5	\$36,000.00	0.5	\$37,080.00
4					
5					
6					
7	<b>Subtotal:</b>		\$153,000.00		\$157,590.00
8	Fringe Benefits (rate used 30%)		\$45,900.00		\$47,277.00
9	<b>Total Administration:</b>		\$198,900.00		\$204,867.00

<b>Regular Classroom Instruction:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
10	Teachers	17	\$34,000.00	19	\$35,020.00
11	Aides	1	\$24,000.00	2	\$24,720.00
12	<b>Subtotal:</b>		\$602,000.00		\$714,820.00
13	Teacher Fringe Benefits (rate used 30%)		\$173,400.00		\$199,614.00
14	Aide Fringe Benefits (rate used 30%)		\$7,200.00		\$14,832.00
15	<b>Total Regular Classroom Instruction:</b>		\$782,600.00		\$929,266.00

<b>Special Education:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
16	Teachers	1	\$34,000.00	1	\$35,020.00
17	Aides	1	\$24,000.00	1	\$24,720.00
18	<b>Subtotal:</b>		\$58,000.00		\$59,740.00
19	Teacher Fringe Benefits (rate used 30%)		\$10,200.00		\$10,506.00
20	Aide Fringe Benefits (rate used 30%)		\$7,200.00		\$7,416.00
21	<b>Total Special Education:</b>		\$75,400.00		\$77,662.00

<b>Gifted and Talented Program:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
22	Teachers	0.5	\$36,000.00	0.5	\$37,080.00
23	Aides				
24	<b>Subtotal:</b>		\$18,000.00		\$18,540.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)				\$0.00
27	<b>Total Gifted and Talented Program:</b>		\$18,000.00		\$18,540.00

**Alternative Education Program/  
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
34 ELL Coordinator	0.25	\$34,000.00	0.25	\$35,020.00
35				
36				
37				
38				
39 <b>Subtotal:</b>		\$8,500.00		\$8,755.00
40 Fringe Benefits (rate used 30%)		\$2,550.00		\$2,626.50
41 <b>Total English Language Learner Program:</b>		\$11,050.00		\$11,381.50

**Guidance Services:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
42 Guidance Counselor	1	\$40,000.00	1	\$41,200.00
43 Family Coordinator	1	\$25,000.00	1	\$25,750.00
44				
45				
46				
47 <b>Subtotal:</b>		\$65,000.00		\$66,950.00
48 Fringe Benefits (rate used 30%)		\$19,500.00		\$20,085.00
49 <b>Total Guidance Services:</b>		\$84,500.00		\$87,035.00

**Health Services:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
50 Nurse	0.75	\$32,000.00	0.75	\$32,960.00
51				
52				
53				
54				
55 <b>Subtotal:</b>		\$24,000.00		\$24,720.00
56 Fringe Benefits (rate used 30%)		\$7,200.00		\$7,416.00
57 <b>Total Health Services:</b>		\$31,200.00		\$32,136.00

**Media Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59 _____		
60 _____		
61 _____		
62 _____		
63 <b>Subtotal:</b>		
64 Fringe Benefits (rate used _____)		
65 <b>Total Media Services:</b>		

**Fiscal Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67 _____		
68 _____		
69 _____		
70 _____		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used _____)		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 List Positions		
74 Custodian	2.5	3
75 _____		
76 _____		
77 _____		
78 _____		
79 <b>Subtotal:</b>	\$45,000.00	\$55,620.00
80 Fringe Benefits (rate used 30% )	\$13,500.00	\$16,686.00
81 <b>Total Maintenance and Operation:</b>	\$58,500.00	\$72,306.00

**Pupil Transportation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 List Positions		
82 Bus Driver	1	1
83 _____		
84 _____		
85 _____		
86 _____		
87 <b>Subtotal:</b>	\$23,500.00	\$24,205.00
88 Fringe Benefits (rate used 30% )	\$7,050.00	\$7,261.50
89 <b>Total Pupil Transportation:</b>	\$30,550.00	\$31,466.50



**Food Services:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
90	Food Service Worker	1	\$20,000.00	1	\$20,600.00
91					
92					
93					
94					
95	<b>Subtotal:</b>		\$20,000.00		\$20,600.00
96	Fringe Benefits (rate used 30%)		\$6,000.00		\$6,180.00
97	<b>Total Food Services:</b>		\$26,000.00		\$26,780.00

**Data Processing:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
98	School Operations Manager	1	\$40,000.00	1	\$41,200.00
99	Office Assistant	1	\$24,000.00	1	\$24,720.00
100					
101					
102					
103	<b>Subtotal:</b>		\$64,000.00		\$65,920.00
104	Fringe Benefits (rate used 30%)		\$19,200.00		\$19,776.00
105	<b>Total Data Processing:</b>		\$83,200.00		\$85,696.00

**Substitute Personnel:**

		<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
106	Number of <b>Certified</b> Substitutes 2	2	\$14,250.00	2	\$14,250.00
107	Number of <b>Classified</b> Substitutes				
108	<b>Subtotal:</b>		\$28,500.00		\$28,500.00
109	Certified Fringe Benefits (rate used 23%)		\$6,555.00		\$6,555.00
110	Classified Fringe Benefits (rate used)				
111	<b>Total Substitute Personnel:</b>		\$35,055.00		\$35,055.00

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$1,434,955.00		\$1,612,191.00
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>State Public Charter School Aid:</b>			
<b>2014-2015</b>			
1	No. of Students <u>344</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,243,224.00</u>	
2	No. of Students <u>344</u> x <u>\$44.00</u> Professional Development	<u>\$15,136.00</u>	
3	No. of Students <u>245</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$253,085.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
<b>2015-2016</b>			
6	No. of Students <u>394</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,569,274.00</u>
7	No. of Students <u>394</u> x <u>\$44.00</u> Professional Development		<u>\$17,336.00</u>
8	No. of Students <u>280</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$289,240.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$2,511,445.00</u></u>	<u><u>\$2,875,850.00</u></u>
<b>Other Sources of Revenues:</b>			
<i>( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)	<u>\$250,000.00</u>	
15	Other ( <i>Specifically Describe</i> )		
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$250,000.00</u></u>	
17	<b>TOTAL REVENUES:</b>	<u><u>\$2,761,445.00</u></u>	<u><u>\$2,875,850.00</u></u>

**EXPENDITURES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>Administration:</b>			
18	Salaries and Benefits	<u>\$198,900.00</u>	<u>\$204,867.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Mgmt Services - Lighthouse Academies, Inc.</u>	<u>\$200,000.00</u>	<u>\$175,000.00</u>
20	V - AD 2 <u>Marketing - Design Group/AR Dem Gazzette</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
21	V - AD 3 <u>Telecommunications - AT&amp;T</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$17,200.00</u>	<u>\$19,700.00</u>
25	Equipment		
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$427,600.00</u></u>	<u><u>\$411,067.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$782,600.00</u>	<u>\$929,266.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>PD - LHA/Danielson/Spring Board</u>	<u>\$50,000.00</u>	<u>\$50,000.00</u>
34	V - CI 2 <u>Assessments - TLI/NWEA/IXL/Read Live/Readi</u>	<u>\$18,325.00</u>	<u>\$20,985.00</u>
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$34,400.00</u>	<u>\$39,400.00</u>
39	Equipment	_____	_____
40	Other (List Below)	_____	_____
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$885,325.00</u></u>	<u><u>\$1,039,651.00</u></u>
<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$75,400.00</u>	<u>\$77,662.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>OT/PT/Speech Therapy - Kidsource</u>	<u>\$34,400.00</u>	<u>\$39,400.00</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	<u>\$3,440.00</u>	<u>\$3,940.00</u>
53	Equipment	_____	_____
54	Other (List Below)	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u><u>\$113,240.00</u></u>	<u><u>\$121,002.00</u></u>
<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	<u>\$18,000.00</u>	<u>\$18,540.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 _____	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	<u>\$1,720.00</u>	<u>\$1,970.00</u>
67	Equipment	_____	_____
68	Other (List Below)	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	<b>Total Gifted and Talented Program:</b>	<u><u>\$19,720.00</u></u>	<u><u>\$20,510.00</u></u>



**Alternative Education Program/ Alternative Learning Environments:**

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver requested for ALE	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<u>_____</u>	<u>_____</u>

**English Language Learner Program:**

88	Salaries and Benefits	<u>\$11,050.00</u>	<u>\$11,381.50</u>
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	<u>\$1,720.00</u>	<u>\$1,970.00</u>
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	<u>\$12,770.00</u>	<u>\$13,351.50</u>

**Guidance Services:**

102	Salaries and Benefits	<u>\$84,500.00</u>	<u>\$87,035.00</u>
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	<u>\$84,500.00</u>	<u>\$87,035.00</u>

<b>Health Services:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$31,200.00	\$32,136.00
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$3,440.00	\$3,940.00
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<u>\$34,640.00</u>	<u>\$36,076.00</u>

<b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver requested for media services		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>		

<b>Fiscal Services:</b>			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Business Manager - Complete Consulting	\$60,000.00	\$60,000.00
146	V - FS2 Auditor - Lisa Stephens & Company CPA	\$7,000.00	\$7,000.00
147	V - FS3 Time & Labor - ADP	\$10,000.00	\$10,000.00
148	V - FS4 Legal - Legal Counsel	\$3,000.00	\$3,000.00
149	V - FS5		
150	Supplies and Materials	\$5,500.00	\$5,500.00
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<u>\$85,500.00</u>	<u>\$85,500.00</u>

<b>Maintenance and Operation:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$58,500.00</u>	<u>\$72,306.00</u>
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 <u>Facilities Mgmt - Charter Facilities Management</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>
160	V - MO2 <u>Utilities - Entergy/CenterPoint/UBS</u>	<u>\$33,000.00</u>	<u>\$33,000.00</u>
161	V - MO3 <u>Disposal Service - Waste Mgmt</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
162	V - MO4 <u>Repairs &amp; Maint.- Charter Facilities Mgmt</u>	<u>\$18,000.00</u>	<u>\$18,000.00</u>
163	V - MO5 _____		
164	Supplies and Materials	<u>\$24,080.00</u>	<u>\$27,580.00</u>
165	Equipment		
166	Other (List Below)		
167	_____		
168	_____		
169	_____		
170	_____		
171	<b>Total Maintenance and Operation:</b>	<u><u>\$159,080.00</u></u>	<u><u>\$176,386.00</u></u>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	<u>\$30,550.00</u>	<u>\$31,466.50</u>
	Purchased Services - List Vendors Below		
173	V - PT1 <u>Bus Lease - Master's Leasing</u>	<u>\$24,000.00</u>	<u>\$24,000.00</u>
174	V - PT2 _____		
175	V - PT3 _____		
176	V - PT4 _____		
177	V - PT5 _____		
178	Supplies and Materials	<u>\$10,000.00</u>	<u>\$10,000.00</u>
179	Equipment		
180	Other (List Below)		
181	_____		
182	_____		
183	_____		
184	_____		
185	<b>Total Pupil Transportation:</b>	<u><u>\$64,550.00</u></u>	<u><u>\$65,466.50</u></u>

<b>Food Services:</b>			
186	Salaries and Benefits	<u>\$26,000.00</u>	<u>\$26,780.00</u>
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Meal Delivery - Preferred Meals</u>	<u>\$172,000.00</u>	<u>\$197,000.00</u>
188	V - FD2 <u>CN Director - JLCS</u>	<u>\$13,760.00</u>	<u>\$14,175.00</u>
189	V - FD3 _____		
190	V - FD4 _____		
191	V - FD5 _____		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195	_____		
196	_____		
197	_____		
198	_____		
199	<b>Total Food Services:</b>	<u><u>\$211,760.00</u></u>	<u><u>\$237,955.00</u></u>

<b>Data Processing:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	<u>\$83,200.00</u>	<u>\$85,696.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support - WIRED	<u>\$15,000.00</u>	<u>\$15,000.00</u>
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	<b>Total Data Processing:</b>	<u><u>\$98,200.00</u></u>	<u><u>\$100,696.00</u></u>
<b>Substitute Personnel:</b>			
214	Salaries and Benefits	<u>\$35,055.00</u>	<u>\$35,055.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<u><u>\$35,055.00</u></u>	<u><u>\$35,055.00</u></u>
<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Lease - Charter Facilities Management AR LLC	<u>\$348,000.00</u>	<u>\$348,000.00</u>
223	note: facility upgrades will be completed		
224	by landlord		
225			
226			
227			
228			
229	Property Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
230	Content Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
231	<b>Total Facilities:</b>	<u><u>\$373,000.00</u></u>	<u><u>\$373,000.00</u></u>



**Debt Expenditures:**

2014-2015 Amount:

2015-2016 Amount:

List Debts Below

232

FFE/Textbook Lease - Lighthouse Academies

\$48,000.00

\$48,000.00

233

\_\_\_\_\_

234

**Total Debts:**

\$48,000.00

\$48,000.00

**Other Expenditures:**

List Other Expenditures Below

235

\_\_\_\_\_

236

\_\_\_\_\_

237

\_\_\_\_\_

238

\_\_\_\_\_

239

\_\_\_\_\_

240

**TOTAL EXPENDITURES:**

\$2,652,940.00

\$2,850,751.00

241

242

**Net Revenue over Expenditures:**

\$108,505.00

\$25,099.00

*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*



# LESSON PLAN

<p><b>Common Core Standard(s)/(State Standards):</b></p> <p><b>Monday:</b> 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (nearest minute)</p> <p><b>Tuesday:</b> 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (elapsed time)</p> <p><b>Wednesday:</b> 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (elapsed time)</p> <p><b>Thursday:</b> 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90</p> <p><b>Friday:</b> 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90</p>	<p><b>High Yield Strategies:</b></p> <p><u>_x_</u> <b>compare/ contrast</b></p> <p><u>_</u> <b>summarizing</b></p> <p><u>_x_</u> <b>reinforcement</b></p> <p><u>_x_</u> <b>homework</b></p> <p><u>_</u> <b>non-linguistic</b></p> <p><u>_x_</u> <b>coop. learning</b></p> <p><u>_x_</u> <b>setting obj.</b></p> <p><u>_</u> <b>hypotheses</b></p> <p><u>_x_</u> <b>cues, questions &amp; graph org</b></p>
<p><b>Vocabulary:</b></p> <p><b>Monday:</b> Analog clock, Digital clock, Minute, Hour</p> <p><b>Tuesday:</b> Elapsed Time, Interval, a.m., p.m.</p> <p><b>Wednesday:</b> Analog clock, Digital clock, Minute, Hour, Elapsed Time, Interval, a.m., p.m.</p> <p><b>Thursday:</b> multiples</p> <p><b>Friday:</b> multiples of 10</p>	
<p><b>Learning Target: (What will the students know &amp; be able to do as a result of these lessons)?</b></p> <p><b>Monday:</b> SWBAT tell and show time to 5-minute and minute intervals</p> <p><b>Tuesday:</b> SWBAT to solve elapsed time word problems.</p> <p><b>Wednesday:</b> <b>REVIEW:</b> SWBAT to tell and show time and solve elapsed time word problems.</p> <p><b>Thursday:</b> SWBAT to multiply numbers by 10.</p> <p><b>Friday:</b> SWBAT to multiply numbers by multiples of 10 up to 90.</p>	
<p><b>Essential Questions/Enduring Understanding:</b></p> <p><b>Monday:</b> Can I tell time to the nearest 5-minute interval? Can I tell time to the nearest minute interval?</p> <p><b>Tuesday:</b> Can I solve problems involving elapsed time?</p> <p><b>Wednesday:</b> Can I tell time to the nearest minute interval? Can I solve problems involving elapsed time?</p> <p><b>Thursday:</b> How do I multiply by 10?</p> <p><b>Friday:</b> How can I use my knowledge of place value to help me multiply by multiples of 10?</p>	
<p><b>Formative Assessments: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success look like on this</b></p>	

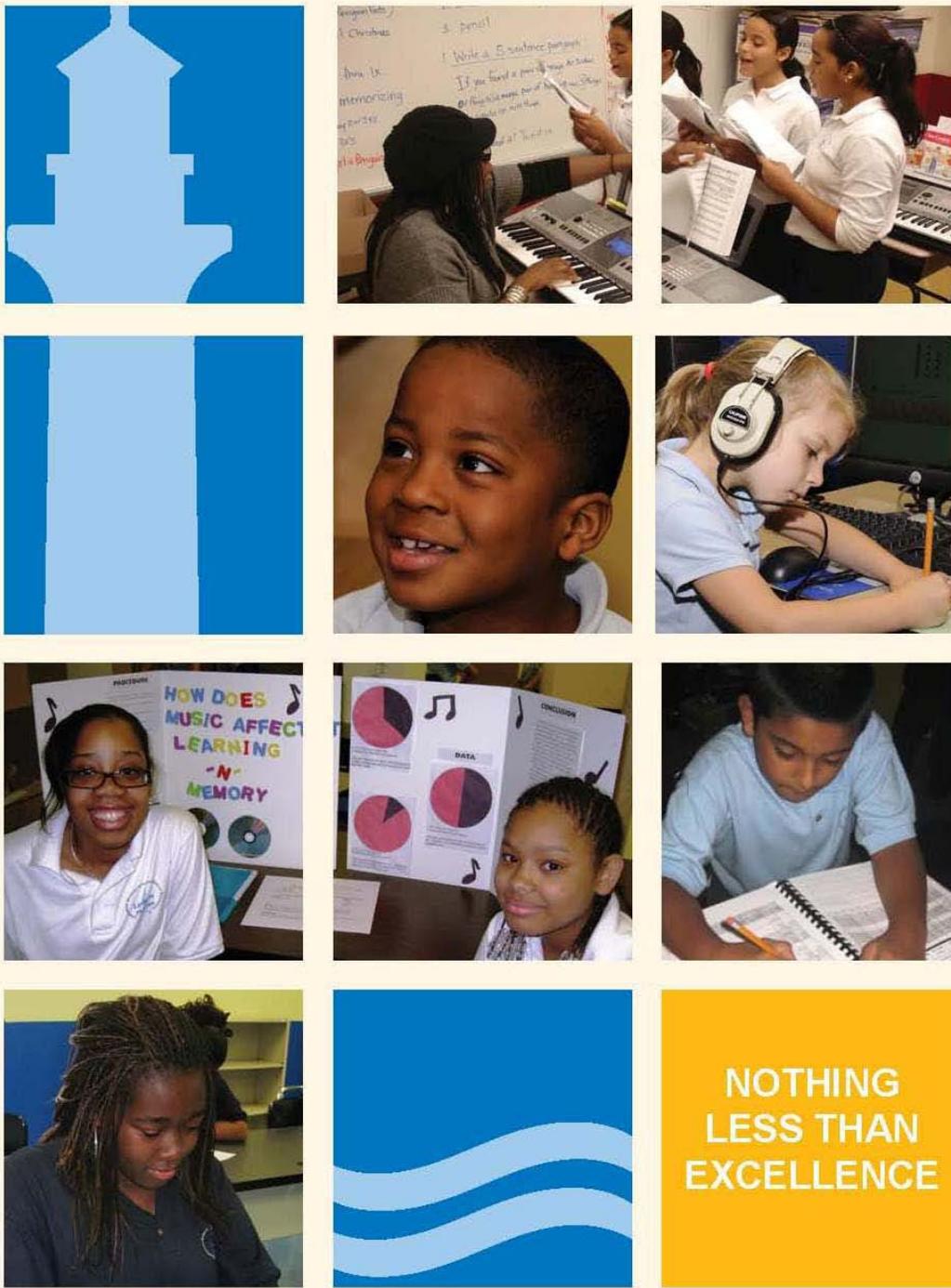
<b>lesson's outcome look like?)</b>			
<p><b>Monday:</b> Students can tell and draw time to the nearest 5-minute and minute.</p> <p><b>Tuesday:</b> Students will be able to solve word problems involving elapsed time.</p> <p><b>Wednesday:</b> Students will be able to solve word problems involving elapsed time. Students can tell and draw time to the nearest 5-minute and minute.</p> <p><b>Thursday:</b> can correctly multiply by 10.</p> <p><b>Friday:</b> can correctly multiply by multiples of 10.</p>			
<b>Questioning: (What questions do I need to ask students? What questions can I ask students who get stuck?)</b>			
<p><b>Monday:</b> How does skip-counting help us determine time to the nearest 5-minute intervals?</p> <p><b>Tuesday:</b> How can I use a number line to help answer questions about elapsed time?</p> <p><b>Wednesday:</b> How can I use a number line to help answer questions about elapsed time? How does skip-counting help us determine time to the nearest 5-minute intervals?</p> <p><b>Thursday:</b> How can skip-counting help me multiply by 10?</p> <p><b>Friday:</b> How can I use properties of operations to help me solve these multiplication problems?</p>			
<b>Misconceptions: (What Misconceptions might students have?)</b>			
<p><b>Monday:</b> Telling time at the end of the hour (students get confused at which hour this is).</p> <p><b>Tuesday:</b> When calculating elapsed time between am and pm.</p> <p><b>Wednesday:</b> When calculating elapsed time between am and pm. Telling time at the end of the hour (students get confused at which hour this is).</p> <p><b>Thursday:</b> Not realizing the one's place will end in zero when multiplying by 10.</p> <p><b>Friday:</b> Not understanding the multiples of 10.</p>			
<b>Relevance/Rationale: (Why are the outcomes of this lesson important in the real world?) Why are these outcomes essential for future learning?)</b>			
You use time in everything you do. You need to know how to calculate elapsed time on a daily basis. Multiplying by 10 makes counting a lot easier.			
<b>M O N D A Y</b>	<b>Objective:</b> SWBAT tell and show time to 5-minute and minute intervals	<b>Differentiation of Instruction:</b>	<b>Bloom's Taxonomy Level</b>
	<b>Do Now:</b> TLI warm-up: telling time to nearest half hour	<b>ELL :</b> N/A	x <b>Knowledge</b>
	<b>Guided Practice:</b>		x <b>Comprehen sion</b>
	First I will model how to tell time to the nearest-five minute with a demo clock as students draw it on their papers. Then students will have the opportunity to practice with their personal clocks as I write the digital clock on the board. Lastly, students will spend time working with their partners as I worked with them as a class. If time permits, we will play time-bingo as a class.	<b>GT:</b> In partner work, these scholars will be the ones assisting the lower students the "times", explaining	x <b>Application</b>

	<p><b>Independent Practice:</b> Students will be asked to tell and show time to the nearest 5-minute and nearest minute.</p> <p><b>Art Infusion: Bingo game</b></p> <p><b>This activity should be completed in small groups.</b></p> <p>Number of Players: 2-6 per group plus one “bingo caller”</p> <p>Materials: bingo playing boards, small bingo time cards, bingo chips</p> <ol style="list-style-type: none"> <li>1. Decide who will be the “bingo caller.” This person will make sure all the bingo time cards are shuffled and hand out one bingo playing board to each player.</li> <li>2. The “bingo caller” says one time card at a time, allowing players enough time to check their card and mark it if needed.</li> <li>3. Play continues until one of the players says “BINGO!” Bingo can be called when a player gets 3 in a row marked on their board, either horizontally, vertically, or diagonally.</li> <li>4. Play can continue to find a second and third place after a winner is found or the game can start over</li> </ol> <p><b>Resources/Materials:</b> do-now, bingo</p> <p><b>Independent Practice:</b> Students will tell and show time to the nearest hour and answer questions about elapsed time.</p> <p><b>Art Infusion:</b> students will use their small clocks to move the hands to time I say aloud. Scholars will receive additional reinforcement from the Arts and Music Specialist.</p> <p><b>Resources/Materials:</b> do-now, demo clock, personal clocks, bingo boards, bingo pieces, ind practice sheet</p>	<p>how to find the time.</p>		<p><b>Synthesis</b></p>	<p><b>Evaluation</b></p>
<p><b>T</b></p> <p><b>U</b></p> <p><b>E</b></p> <p><b>S</b></p> <p><b>D</b></p> <p><b>A</b></p> <p><b>Y</b></p>	<p><b>Objective:</b> SWBAT to solve elapsed time word problems.</p> <p><b>Do Now:</b> TLI warm-up: telling time to the nearest 5-minute interval and nearest minute</p> <p><b>Guided Practice:</b></p> <p>First we will review telling time, especially to the nearest five-minute interval, how many minutes are in an hour, and so forth. I will begin with my demo clock, counting by five-minute intervals until I hit the :00 marker. I will ask them questions like, “if I start at 5:15, how many minutes is it until 5:45?”, and then we will practice counting together. The scholars will then take out their clocks and practice counting how much time has elapsed as well.</p>		<p><b>Bloom’s Taxonomy Level</b></p>	<p>x <b>Knowledge</b></p>	<p><b>Comprehension</b></p>
		<p><b>ELL : N/A</b></p>	<p>x <b>Application</b></p>	<p>x <b>Analysis</b></p>	
		<p><b>GT:</b> Advanced students will create elapsed time problems and switch problems with another student.</p>			

	<p>After, we will practice doing more extensive problems that reach into the next hour, instead of staying within the same. I will teach them that they need to count from the beginning time, to the end time, generally from five-minute intervals.</p> <p><b>Independent Practice:</b> Students will answer TLI questions about elapsed time.</p> <p><b>Art Infusion:</b> Students will practice counting elapsed time with their clocks. Additional support from the Arts and Music Specialists.</p> <p><b>Resources/Materials:</b> do-now, demo clock, personal clocks, elapsed time problems</p>	<p><b>IEP:</b> Scholars will answer questions that only require computation within the hour.</p>	<p>x</p>	<p><b>Synthesis</b></p>
<p>W E D N E S D A Y</p>	<p><b>Objective:</b> SWBAT tell time and solve elapsed time word problems.</p> <p><b>Do Now:</b> TLI warm-up: review problems</p> <p><b>Guided Practice:</b> Today is going to be a merely review day of telling time and solving elapsed word problems. Students will be separated into respective groups based on how they have performed in the two previous days. Scholars will either be working on telling time (to the nearest 5 minutes or minute) or will be working on solving elapsed time problems.</p> <p><b>Independent Practice:</b> N/A: informal—walking around helping students.</p> <p><b>Art Infusion:</b> telling time song and additional support from Arts and Music Specialists.</p> <p><b>Resources/Materials:</b> do-now, TLI review</p>	<p><b>Differentiation of Instruction:</b></p>		<p><b>Bloom's Taxonomy Level</b></p>
		<p><b>ELL:</b> N/A</p>	<p>x</p>	<p><b>Knowledge</b></p>
		<p><b>GT:</b> Advanced students will help the students at their table understand the problem and solution.</p>	<p>x</p>	<p><b>Application</b></p>
		<p><b>IEP:</b> These students will be receiving help from the advanced students and me at the table.</p>	<p>x</p>	<p><b>Synthesis</b> <b>Evaluation</b></p>
<p>T H U R S D A Y</p>	<p><b>Objective:</b> SWBAT multiply numbers by 10.</p> <p><b>Do Now:</b> TLI warm-up: telling time</p> <p><b>Guided Practice:</b> Since this is a standard all students have a very good grasp on, we will only briefly cover multiplying by ten by first reviewing it and then playing games, around the world and tic-tac-toe, on the board to review it. After, we will work on multiples of ten and practice skip-counting them. Students will learn the multiplication rap</p>			<p><b>Bloom's Taxonomy Level</b></p>
		<p><b>ELL:</b> N/A</p>	<p>x</p>	<p><b>Knowledge</b> <b>Comprehension</b></p>

	<p>for multiples of ten.</p> <p><b>Independent Practice:</b> scholars will multiply numbers by 10.</p> <p><b>Art Infusion:</b> scholars will learn a song to help them remember multiplication process.</p> <p><b>Resources/Materials:</b> do-now, mult. song</p>	<b>GT:</b> These students will multiply ten by two-digit numbers.	x	<b>Application</b>
			x	<b>Analysis</b>
		<b>IEP:</b> These scholars will stick to multiplying ten by small numbers.	x	<b>Synthesis</b>
				<b>Evaluation</b>
<b>F</b> <b>R</b> <b>I</b> <b>D</b> <b>A</b> <b>Y</b>	<p><b>Objective:</b> SWBAT multiply one-digit numbers by multiples of ten.</p> <p><b>Do Now:</b> TLI warm-up: multiplying by ten.</p> <p><b>Guided Practice:</b> We will review multiplying by ten and listing the multiples of ten. We will then start practicing multiplying one-digit numbers by multiples of ten using place value. I will show this using base blocks and students will have the opportunity to practice with base blocks. Then the scholars will learn how to show these using actual problems.</p> <p><b>Independent Practice:</b> scholars will receive five problems to complete on their own.</p> <p><b>Art Infusion:</b> practice with base blocks.</p> <p><b>Resources/Materials:</b> do-now, TLI practice.</p>	<b>Differentiation of Instruction:</b>		<b>Bloom's Taxonomy Level</b>
		<b>ELL:</b> N/A	x	<b>Knowledge</b>
				<b>Comprehension</b>
		<b>GT:</b> Advanced students will help the students at their table understand the problem and solution.	x	<b>Application</b>
				<b>Analysis</b>
		<b>IEP:</b> These students will be receiving help from the advanced students and me at the table.	x	<b>Synthesis</b>
		<b>Evaluation</b>		

# ARTS INFUSION TOOLKIT



# Lighthouse Academies®

## Arts Infusion Toolkit

## **Introduction to the Arts Infusion Toolkit**

Arts-infused instruction is central to the Lighthouse Academies Education Model, therefore, as an organization we continuously strive to improve and build upon our arts infusion practices. This toolkit is designed to serve as a resource for all Lighthouse educators. The contents of the toolkit are as follows:

- **Arts Infusion at Lighthouse Academies**  
*The Lighthouse definition, rationale and essential components of arts-infused instruction*
- **Arts Infusion School Rubric**  
*A tool to measure the strength of art- infused practices across a school*
- **Arts Infusion Self-Reflection Rubric**  
*A tool to guide teachers in self-assessing their implementation of arts-infused practices*
- **A Week in an Exemplary Arts-Infused Classroom**  
*A sample schedule from an exemplary arts-infused classroom*
- **Quick and Simple Tips for Infusing the Arts into Daily Instruction**  
*A list of ideas for infusing the arts into everyday practices*
- **Process for Developing Arts-infused Lessons**  
*A framework for approaching arts infusion lesson planning*
- **Sample Timeline for Rolling Out Arts Infusion Toolkit at Schools**  
*Suggestions for how schools can introduce the different components of the toolkit to the staff*
- **Resources**  
*A list of additional resources for developing arts-infused practices*
- **Sample Arts-Infused Lesson Plans**  
*A collection of model arts-infused lessons*

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## Arts Infusion at Lighthouse Academies

### Definition

At Lighthouse Academies, an arts-infused school is a place where the arts permeate school culture. Every day, visual arts, movement, music and other forms of creative expression<sup>1</sup> are integral parts of the teaching and learning processes. The Lighthouse Academies arts infusion model consists of two principles: 1) incorporating the arts into academic instruction and 2) daily exposure to master artists and works of art.

<b>Incorporating the Arts Into Academic Instruction</b> <b>Example: Neighborhood Jobs</b>	<b>Daily Exposure to Master Artists and Works of Art</b> <b>Example: Music Appreciation Program</b>
<p>Objective: <i>SWBAT identify and explain the jobs of people in their community.</i></p>	<p>Objective: <i>SWBAT identify and describe various musical genres and the musicians that had major impacts on the development of those genres.</i></p>
	
<p>Students in first grade learned about neighborhood jobs as part of a social studies unit. After a tour of their community, students selected jobs and wrote about what a person in that job does, where they do it and what special tools or materials they need. Students created models of the people and places they wrote about. Each class worked together to paint a street scene backdrop on which to mount their work. Students' writing and artwork were combined and displayed as one large neighborhood scene that depicted community jobs.</p>	<p>Each day at Lighthouse Academies schools, students enter the building and hear the sounds of the musician of the week. The music appreciation program is reinforced through short, but regular classroom routines such as mini-lessons and listening time.</p>

<sup>1</sup> Examples of creative expression include drama, poetry, speech.

## **Rationale and Research**

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education.<sup>2</sup> By providing students with creative ways of learning and applying core content knowledge, the arts enhance students' understanding and retention of skills and concepts. Research shows that the arts play a key role in brain development,<sup>3,4</sup> and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.<sup>5</sup> The arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.<sup>5</sup>

Based on the research, we believe arts-infused instruction is an effective method for activating student interest, a valuable way to engage students in learning and an alternative means of assessing student understanding of content and concepts. At Lighthouse Academies we put the power of the arts to work for our students through a comprehensive arts infusion program. This program is centered on three essential components – collaboration, instruction and student outcomes.

## **Essential Components**

*Collaboration* Teachers collaborate regularly with other teachers to create, plan and co-teach arts-infused lessons. Teachers dedicate time to plan arts-infused instruction within and across grade levels. This collaboration provides an opportunity for teachers to learn from each other, develop their practice and enhance the overall practice of arts-infused instruction at the school.

*Instruction* Arts infusion fundamentally changes the nature of teachers' lessons. Teachers may use arts infusion to *activate, engage* and/or *assess* students in learning activities. These activities range from single lessons to longer projects developed over the course of an entire unit of material. In all cases, art provides students with creative means of learning and/or applying the skills and knowledge from the core curriculum. Furthermore, teachers regularly incorporate exposure to master works of art and artists in order to expand students' knowledge base of different cultures, artistic movements, and to increase their overall appreciation for different forms of expression.

*Student Outcomes* The efficacy of all instruction, including arts-infused instruction, is measured by student outcomes. Successful implementation of an arts-infused program should result in student mastery of learning objectives. Arts infusion provides a means to achieving this mastery, and it can also be used as an alternative way to assess students' ability to think critically about the content and concepts they are studying.

<sup>2</sup> E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at: <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

<sup>3</sup> Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

<sup>4</sup> Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

<sup>5</sup> See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

## **Common Misconceptions about Arts Infusion**

*To infuse the arts into instruction I need to have special artistic talents.*

- Arts infusion does not require specialized artistic talent, equipment, or funding. General classroom teachers can learn arts infusion best practices and incorporate them into their instruction without having any specific artistic capabilities.

*Arts infusion takes away from instruction in the core academic subjects.*

- The benefit of using arts infusion is that it actually supports student achievement in academic subjects. When arts infusion is implemented correctly, student achievement increases because students have the opportunity to access content through a variety of avenues.

*Arts infusion makes classroom management more challenging.*

- Arts infusion supports classroom management because it allows students to be active and creative in positive ways. Students who are traditionally disruptive during instructional time often respond well to arts infusion because they become more engaged and these activities may provide them the opportunity to be successful in subjects they usually struggle with.

## **Arts Infusion Examples**

Arts infusion takes many forms at Lighthouse Academies. A teacher may infuse art into a single lesson to give students creative freedom in applying the new skills and knowledge they learned that day (see examples of “Single Lesson Activities” below”), or a teacher may create a long-term project based on themes from a core content area (see examples of “Multi-Lesson Projects” below). In all arts-infused instruction, teachers and arts specialists aim to design lessons and projects in which the creative activity is meaningfully linked to the core content learning objective.

### Single-Lesson Activities

#### *Math & Painting:*

Ms. Oakley’s Kindergarteners, dressed in their “painters’ smocks,” stand in front of large sheets of butcher paper posted throughout the room and use their fingers to paint compositions of colored numbers. They have just completed a Saxon math lesson on the numbers 1 through 10. Ms. Oakley has teamed up with the arts specialist to use art to reinforce both the concept of the numbers and the skill of writing them. After modeling the lesson, they instruct students to paint one “1”, two “2’s”, three “3’s”, etc. on the butcher paper, allowing students to choose the color, size and placement of each number. As the students work on their own number compositions, both the teacher and arts specialist circulate among the students to offer feedback and assistance. Once all of the compositions have been finished, the teacher, arts specialist and students discuss the correctness of the numerals and the aesthetics of each composition. This lesson is an example of how arts infusion can be used to better engage students.

#### *Reading & Music:*

Kindergarteners in Mr. Marshall’s class are learning that words are made up of syllables. After the Open Court Reading lesson on syllables, Mr. Marshall passes out the tambourines and maracas that the music teacher has been using to teach the students rhythm in music class. Then, as Mr. Marshall calls out single and multiple syllable words, students repeat the syllables in those words using their instruments. Mr. Marshall says, “pan-cakes” and then the class in concert, makes two maracas shakes and two tambourine beats. “Beautiful” – three maraca shakes and three tambourine beats. Mr. Marshall talks about how syllables create the rhythm of language and he demonstrates this by singing common children’s songs and having his students repeat the syllables with their instruments. Students are fully engaged in the instrumentation and singing while learning English in the process. The lesson also provides Mr. Marshall an alternative way to assess student understanding.

### *Vocabulary and Drama*

Ms. Finn's 8<sup>th</sup> grade class is learning Latin and Greek word parts. To review the meanings of the word parts, she breaks the class into four teams and they play 'word parts charades.' Students pick a word part out of a hat and have one minute to act out the meaning of the word part for their teammates to guess. Teams are given bonus points if they can name words that include the word part. For example, one student picks "geo" and uses gestures and movements to represent rotations and orbiting until his team members figure out he is acting as the Earth. In the remaining seconds of the round the teammates call out words that include geo for bonus points: "Geography! Geology!" Through this activity Ms. Finn has found a way to engage students in reviewing academic content.

### **Multi-Lesson Projects**

#### *History, Music and Paintings:*

Mr. Wright's 10<sup>th</sup> grade class has been studying the Great Depression. Every day, Mr. Wright has opened his lessons by playing folk music from the time period. After repeated exposure, students have become familiar with songs like "Brother, Can You Spare a Dime?" and "Big Rock Candy Mountain." To assess students' understanding of the mood and experiences of Americans during the Depression, Mr. Wright provides students with the lyrics to these familiar songs as well as some prints of paintings from the time period. In small groups, students analyze the artwork and create PowerPoint presentations that explain how the songs and paintings reflect the Depression. After one week of working on the slideshows, students present their work to their classmates.

#### *Reading & Drama:*

Small groups of Mr. Kim's third grade students are sitting around tables, engrossed in discussions about the book they just finished reading. While normally it is difficult to keep all of the students engaged in literature discussions, this time it is different. This time, students have been asked to plan and perform a three-minute play based on the story they read. The assignment generates enthusiasm among the students not only for the final play, but for all of the activities leading up to the play. In the first activity, each group writes a summary of the story by dividing the story up into a beginning, middle and end – Acts I, II and III. Next, each group writes a list of words that describe the main characters. Students choose which character they will play and use the list of character traits they generated to inform their performance. Finally, the arts specialist coaches each group of students in the dramatic presentation of their play. This project helps Mr. Kim engage students in the learning process and provides him a way to assess students' understanding of a book.

### *Science, Reading & Sculpture*

In 9th grade, Ms. Jenkins' students are studying the hydrologic cycle. To assess students' understanding of the different phases of the cycle Ms. Jenkins has students create flip books on the computer that show the processes of evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration and transpiration. Ms. Jenkins determines whether students have mastered this concept by examining the accuracy of their visual representations of the hydrologic cycle.

## Lighthouse Academies Arts Infusion School Rubric

Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
<b>Collaboration</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not dedicate formal planning time (e.g., grade level meetings, PDI sessions, etc.) for teachers to develop arts-infused practices.</li> <li><input type="checkbox"/> Staff members do not collaborate informally to develop arts-infused practices.</li> <li><input type="checkbox"/> There are no arts-infused school routines and no evidence of common arts-infused instructional practices within or across grade levels.</li> <li><input type="checkbox"/> The school has not established any partnerships with external organizations.</li> <li><input type="checkbox"/> The school has not sought out additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a year for teachers to develop arts-infused practices.</li> <li><input type="checkbox"/> Approximately half of the staff members collaborate informally to develop arts-infused practices.</li> <li><input type="checkbox"/> The collaborative efforts of the staff are evident in one or two arts-infused school routines, but there is little evidence of common arts-infused instructional practices within or across grade levels.</li> <li><input type="checkbox"/> The school has established at least one partnership with an external organization, but work with the partner does not always align to the LHA definition of arts infusion.</li> <li><input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in most grade levels.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a semester for teachers to develop arts-infused practices.</li> <li><input type="checkbox"/> Approximately three-quarters of the staff members collaborate informally to develop arts-infused practices.</li> <li><input type="checkbox"/> The collaborative efforts of the staff are evident in several arts-infused school routines and several common arts-infused instructional practices within and across grade levels.</li> <li><input type="checkbox"/> The school has established at least one partnership with an external organization that provides students and teachers some opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion.</li> <li><input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) several times a semester for teachers to develop arts-infused practices.</li> <li><input type="checkbox"/> Almost all of the staff members regularly collaborate informally to develop arts-infused practices.</li> <li><input type="checkbox"/> The collaborative efforts of the staff are evident in many arts-infused school routines and many common arts-infused instructional practices within and across grade levels.</li> <li><input type="checkbox"/> The school has established at least two or three partnerships with external organizations that provide students and teachers frequent opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion.</li> <li><input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels.</li> </ul>

Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
<b>Instruction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than a quarter of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students.</li> <li><input type="checkbox"/> Arts-infused instruction across the school incorporates one or two of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.).</li> <li><input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are not arts-infused.</li> <li><input type="checkbox"/> Students are not exposed to significant works of art through school or classroom routines (music appreciation, featured artists, etc.).</li> <li><input type="checkbox"/> Less than a quarter of the students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> About half of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students.</li> <li><input type="checkbox"/> Arts-infused instruction across the school incorporates most of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.).</li> <li><input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are rarely (five to 10 times a year) arts-infused.</li> <li><input type="checkbox"/> Students are occasionally (about once a month) exposed to significant works of art through school and classroom routines (music appreciation, featured artists, etc.).</li> <li><input type="checkbox"/> More than three-quarters of students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> About three quarters of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students.</li> <li><input type="checkbox"/> Arts-infused instruction across the school incorporates all of the following art forms (but one or two may be more heavily emphasized than others): visual arts, movement, music, and other means of creative expression (drama, speech, etc.).</li> <li><input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are sometimes (five to ten times a semester) arts-infused.</li> <li><input type="checkbox"/> Students are exposed to significant works of art through weekly school and classroom routines (music appreciation, featured artists, etc.).</li> <li><input type="checkbox"/> All students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students.</li> <li><input type="checkbox"/> Arts-infused instruction across the school incorporates all of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.).</li> <li><input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are almost always arts-infused.</li> <li><input type="checkbox"/> Students are exposed to significant works of art through daily school and classroom routines (music appreciation, featured artists, etc.).</li> <li><input type="checkbox"/> All students are exposed to significant works of art through at least two field experiences (e.g., museum trips, attending a play).</li> </ul>

<p style="text-align: center;"><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than a quarter of the students identify the school as an arts-infused school and few can explain the purpose of arts infusion.</li> <li><input type="checkbox"/> There is little or no arts-infused work that demonstrates mastery of core academic content and skills posted in the school.</li> <li><input type="checkbox"/> Student engagement is an area of weakness across the school.</li> <li><input type="checkbox"/> Less than a half of the students do not participate in a public performance.</li> <li><input type="checkbox"/> Students cannot accurately identify and describe works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approximately half of the school's students identify the school as an arts-infused school and can explain the purpose of arts infusion.</li> <li><input type="checkbox"/> Most hallways and about half of the classrooms examples of arts-infused work that demonstrates mastery of core academic content and skills are posted throughout the school.</li> <li><input type="checkbox"/> Student engagement is an area of strength in about three quarters of the classrooms in the school.</li> <li><input type="checkbox"/> More than three-quarters of students participate in one public performance over the course of the school year.</li> <li><input type="checkbox"/> About half of students can accurately identify and describe the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approximately three quarters of students identify the school as an arts-infused school and can explain the purpose of arts infusion.</li> <li><input type="checkbox"/> All hallways and approximately three-quarters of the classrooms feature examples of arts-infused work that demonstrates mastery of core academic content.</li> <li><input type="checkbox"/> Student engagement is an area of strength in almost every of classrooms in the school.</li> <li><input type="checkbox"/> All students participate in at least one public performance over the course of the school year.</li> <li><input type="checkbox"/> About three quarters of students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Almost all students identify the school as an arts-infused school and can explain the purpose of arts infusion.</li> <li><input type="checkbox"/> Arts-infused work that demonstrates mastery of core academic content and skills is posted in all hallways and almost all of the classrooms throughout the school.</li> <li><input type="checkbox"/> Student engagement is an area of strength in all classrooms in the school.</li> <li><input type="checkbox"/> All students participate in at least two public performances over the course of the school year.</li> <li><input type="checkbox"/> Almost all students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>
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## Lighthouse Academies Arts Infusion Self-Reflection Rubric

Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
<b>Collaboration</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I do not meet with colleagues informally to share or develop arts-infused activities, lessons, or projects.</li> <li><input type="checkbox"/> I do not utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I occasionally (once or twice a semester) meet informally with colleagues to share and plan arts-infused activities, lessons and projects.</li> <li><input type="checkbox"/> I occasionally (once or twice a quarter) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I often (once or twice a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in some common practices within and across grade levels.</li> <li><input type="checkbox"/> I often (once a month) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I regularly (several times a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in common practices within and across grade levels.</li> <li><input type="checkbox"/> I regularly (more than once a month) utilize external resources, (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.</li> <li><input type="checkbox"/> I serve as a model for the use of arts-infused instruction and formally and informally lead arts infusion-related professional development activities at my school.</li> </ul>

<b>Instruction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My instruction incorporates use of the arts once or twice a month (or less), but my use of the arts is not authentically connected to core academic content areas.</li> <li><input type="checkbox"/> I have not established any arts-infused activities as classroom routines.</li> <li><input type="checkbox"/> My instruction rarely (once a month or less) includes exposure to significant works of art.</li> <li><input type="checkbox"/> The learning environment I have created in my classroom does not reflect the importance of the arts (I have not posted student or professional artwork; I do not play music in the classroom, etc.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My instruction incorporates use of the arts at least once a week, but my use of the arts is not always authentically connected to core academic content areas.</li> <li><input type="checkbox"/> I have established one or two arts-infused activities as classroom routines.</li> <li><input type="checkbox"/> I am unable to determine why certain arts-infused activities promote academic achievement while others do not.</li> <li><input type="checkbox"/> When I incorporate the arts into my instruction, it is primarily short-term (confined to a single lesson).</li> <li><input type="checkbox"/> Over the course of the year, my arts-infused lessons tend to incorporate only one or two forms of art (e.g., movement and visual arts but not other forms).</li> <li><input type="checkbox"/> Scores on my assessments of students' concept mastery in arts-infused work products does not always align to student performance on other forms of assessment.</li> <li><input type="checkbox"/> My instruction incorporates exposure to significant works of art several times a month (through the Music Appreciation program and other classroom practices).</li> <li><input type="checkbox"/> The learning environment I</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use arts-infused activities that are almost always authentically connected to the core curriculum to activate, engage and/or assess students several times a week.</li> <li><input type="checkbox"/> I have established several arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts.</li> <li><input type="checkbox"/> I can usually explain why certain arts activities promote academic achievement and I can use this understanding to select additional effective arts infusion activities.</li> <li><input type="checkbox"/> My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts.</li> <li><input type="checkbox"/> Over the course of the year, arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech), but I may not infuse certain forms of art as effectively as others.</li> <li><input type="checkbox"/> I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use arts-infused activities that are always authentically connected to the core curriculum to activate, engage and/or assess students on a daily basis.</li> <li><input type="checkbox"/> I have established many arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts.</li> <li><input type="checkbox"/> I can analyze why certain arts activities promote academic achievement and I can use this understanding to evaluate and expand my arts infusion repertoire by selecting new arts infusion activities.</li> <li><input type="checkbox"/> My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts.</li> <li><input type="checkbox"/> Over the course of the year, my arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech).</li> <li><input type="checkbox"/> I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching because my assessments of the arts-infused work products are almost always confirmed by student</li> </ul>
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		<p>have created in my classroom does not fully reflect the importance of the arts (e.g., I have little posted student and professional artwork; I do not play music most days, etc.)</p>	<p>because my assessments of the arts-infused work products are usually confirmed by student performance on other forms of assessment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My instruction incorporates exposure to significant works of art across genres on a weekly basis (through the Music Appreciation program and other classroom practices).</li> <li><input type="checkbox"/> The learning environment I have created in my classroom somewhat reflects the importance of the arts (e.g., I occasionally have posted student and professional artwork; I play music most days, etc.)</li> </ul>	<p>performance on other forms of assessment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My daily instruction incorporates exposure to significant works of art across genres (through the Music Appreciation program and other classroom practices).</li> <li><input type="checkbox"/> The learning environment I have created in my classroom strongly reflects the importance of the arts (e.g., I have posted student and professional artwork; I play music every day, etc.)</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are no examples of arts-infused work in my classroom.</li> <li><input type="checkbox"/> Arts-infused activities (if any) do not increase student engagement.</li> <li><input type="checkbox"/> Students are unable to articulate the purpose for arts-infused activities.</li> <li><input type="checkbox"/> Students are unable to identify the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arts-infused student work may demonstrate mastery of academic objectives, but not consistently.</li> <li><input type="checkbox"/> Arts-infused activities moderately increase student engagement.</li> <li><input type="checkbox"/> Several students understand the connection between the arts and the core academic content they are studying.</li> <li><input type="checkbox"/> Several students can articulate a few works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arts-infused student work usually demonstrates mastery of academic objectives.</li> <li><input type="checkbox"/> Most students are thoroughly and consistently engaged in arts-infused learning activities.</li> <li><input type="checkbox"/> Most students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying.</li> <li><input type="checkbox"/> Most students can accurately identify at least half of the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arts-infused student work always demonstrates mastery of academic objectives.</li> <li><input type="checkbox"/> All students are thoroughly and consistently engaged in arts-infused learning activities.</li> <li><input type="checkbox"/> All students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying.</li> <li><input type="checkbox"/> All students can accurately identify and describe at least three-quarters of the works of artists they have been exposed to (e.g., the music selected for music appreciation).</li> </ul>

## A Week in an Exemplary Arts-Infused Classroom

*\*Note that in an exemplary arts-infused classroom there are arts-infused activities taking place every day, but not every subject is arts-infused on a daily basis.*

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Arrival</b>	The musician of the week plays as students enter the room.				
<b>Morning Meeting</b>	The morning message identifies the musician of the week and lists several 'fun facts' about the musician.	The morning message instructs students to listen for something special (e.g., a particular instrument, lyric, or musical technique) in the music of the musician of the week.	During the activity in Morning Meeting, student teams compete to identify all of the instruments they hear in a piece of music by the musician of the week.	During the share in Morning Meeting, students describe the mood of one of the musician of the week's pieces/songs using what they learned about describing mood in last month's poetry unit.  During the activity in Morning Meeting, students play Pictionary to review the week's vocabulary words.	During the activity in Morning Meeting, the teacher explains what the Music Genome Project is and creates a new Pandora.com station based on the musician of the week. Students listen to some of the other pieces Pandora selects and try to determine why the Genome Project would link these pieces
<b>Literacy</b>	Students rehearse a tall tale play with actors from a local theater company (one of the school's arts partners) in preparation for performances at the Town Hall Meeting and upcoming Family Night.				Students perform the tall tale play for the rest of the school during the Town Hall Meeting.
	Students begin class by singing a song about polygons written by one of their classmates.				
<b>Math</b>	At the end of the class period, students spend a few minutes displaying geometric concepts (e.g., acute angles, parallel lines) with their bodies.			Students create a collage of polygons that have at least one common characteristic (e.g., at least one obtuse angle). Other students need to guess the 'rule' for each collage.	
<b>Transitions</b>	The musician of the week plays as students transition to new work stations, get in line, etc.				

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Social Studies</b>	Students listen to a piece of music from the Revolutionary War period as they complete their Do Now.				
		Students study Paul Revere's engraving of the Boston Massacre and pick out some of the historical facts that are visually represented in the engraving. For homework over the weekend, students are to create their own engravings (or drawings) of a historical event they studied that week. Students are responsible for ensuring their drawing includes representations of historical facts they have learned.			One of the actors from the theater company (see the literacy block) opens the social studies period by performing Patrick Henry's famous 'Give Me Liberty or Give Me Death' speech.
<b>Science</b>	Students read about the effects waves, wind, water and glacial ice have on the Earth's land surface. Then they create flip books to show what would happen over time to a coastline exposed to one of these elements.		For their Do Now, students participate in a gallery walk, viewing 'before and after' photographs of eroded coastlines.		
<b>End of Day Routine</b>	A student is selected to choose a former musician of the week the class will listen to during dismissal routines.				

## Quick and Simple Ways to Infuse the Arts into Daily Instruction

<b>Language Arts</b>
Before writing a written summary of a text, have students act it out.
Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw.
Have students play charades or Pictionary to review vocabulary words.
Have students identify significant aspects of a text's setting by creating a physical model of the setting (e.g., a diorama).
Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing.
Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and identifies literary techniques (foreshadowing, flashback) as captions for the comic strip's frames.
Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture.
<b>Math</b>
Have students recite their math facts or information about a math concept to the tune of a familiar melody.
Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about.
Use masking tape to create a large grid on the floor and have students create a 'dance' based on a list of coordinate pairs.
Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.)
To practice converting units of measurement, have students draw pictures of large objects to scale.
<b>Science</b>
Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines).
To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step.
Have students write speeches from the perspective of famous scientists describing the significance of their work.
Have students demonstrate the concepts behind a topic of study by creating a work of animation on the computer.
<b>Social Studies</b>
To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing.
Have students create models/dioramas of famous moments in history with a written explanation of the details in their model.
Have students play charades or Pictionary to review vocabulary words.
Have students write a poem or speech from the perspective of a historical figure they are studying.
Play music from the time period students are studying.
Use a corner of the classroom to create a gallery of significant artwork from the period of study.
Have students create a travel brochure or commercial for a place they are studying.
Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).

## Process for Creating Arts-Infused Lesson Plans

**Step 1:** Start with the objective you are trying to teach and determine how students can demonstrate they have mastered the objective.\*

**Step 2:** Consider your students' learning styles and think about activities that align with their styles (e.g., kinesthetic learners can use dance to master objectives). Brainstorm how these activities could form a path to mastery that may differ from the standard approach your curriculum follows.

**Step 3:** Do some research for lesson ideas - don't try to reinvent the wheel!

- Reach out to your colleagues – you may find the arts specialist, arts partner or other general education teachers have some great ideas you can use.
- Sometimes state arts standards will help you make connections between arts skills and the objective you are trying to teach.
- There are many other resources that provide ideas for lessons – see the resources section in this toolkit.
- Look for arts infusion ideas in the curricula we already use at Lighthouse. Open Court Reading/Imagine It!, FOSS and Pearson's Core Knowledge offer ideas for activities that connect to the arts. Even if you feel that the idea as presented in the teacher's guide is not the best, it might spark an idea for an activity that is more in line with the Lighthouse Academies arts infusion model.

\*Note: Not every topic or objective is conducive to arts-infused instruction. Do not try to infuse art into a lesson if it will not improve student mastery or engagement in learning.

## Using the Process to Develop an Arts-Infused Lesson

### Example 1: Primary Social Studies



**Objective:** *SWBAT explain the ideas behind the celebration of holidays from various cultures.*

Mr. Garcia has identified this learning objective based on state standards. At the end of the unit, he wants students to be able to describe at least 5 holidays from different cultures, but he realizes that simply reading about the holidays in their social studies textbooks could result in students confusing the holidays and losing interest due to the monotony of the instructional strategy.

Instead, Mr. Garcia decides to take advantage of the many visual learners in his class to introduce the Indian holiday, Diwali. After a brainstorming session with a colleague, he plans a lesson in which students will make *diyas*, the small lamps traditionally used to celebrate Diwali. Mr. Garcia leads a discussion about the meaning of Diwali, and then he instructs students to decorate their lanterns with images that express any of the themes of Diwali – triumph of good over evil, gratitude, love, etc. Once students have decorated their lamps, each student presents his or her lamp to the class, explaining the reasons behind his or her artistic choices. This approach results in higher levels of student engagement and students retain the academic content because they have participated in a learning experience that challenges them to use their individual creativity to take ownership of their learning.

# Using the Process to Develop an Arts-Infused Lesson

## Example 2: Upper Elementary Math



**Objective:** *SWBAT use division to find quotients with remainders.*

Ms. Marco's students are struggling to master this objective, despite the many hours they have spent practicing division problems. She realizes that part of the problem is that students feel disconnected from the concept and are becoming frustrated because they are unable to successfully complete their work.

Ms. Marco knows her students enjoy being active, so she thinks about how she might help them grasp the concept of division using movement. After consulting the dance troupe that partners with her school, she develops the idea of creating 'division dances.' She breaks students into groups and assigns them simple division problems such as  $7 \div 5$ . Seven students in this group are responsible for creating a dance that shows what happens when they break 7 into groups of 5. Students are free to choose any style of dance, so long as it demonstrates the process of dividing a number into groups. Students are soon able to see and feel how two people will not fit into the group of five and are thus considered remainders – this must be shown in the dance. Each group creates several dances and then presents them to the rest of the class. The class is responsible for determining the division equation each dance represents. Ms. Marco uses the activity to help students understand the meaning of remainders in more difficult division problems that use two- and three-digit numbers. Ms. Marco finds that student achievement on the next division quiz has dramatically improved.

## **Sample Timeline for Rolling Out Toolkit in Schools**

*School leaders may share this toolkit with their staff before the start of the school year. Leaders may choose to roll out the components of the toolkit in parts. For example, the rollout process could follow this timeline:*

### **PDI**

- Staff reads and discusses the Lighthouse Academies Arts Infusion Statement
- Staff uses the Arts Infusion School Rubric to discuss and reflect on the school's arts infusion practices and to set goals for the school year
- Teachers review sample lessons and collaborate in teams to incorporate ideas into long-term planning

### **Fall PD Day**

- Staff revisits the school rubric and discusses progress towards goals
- Teachers complete the Self Reflection on Arts Infusion Practices and set individual goals
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop and refine arts-infused practices

### **Spring PD Day**

- Staff revisits the school rubric to discuss progress towards goals and to set goals for the following school year
- Teachers complete the Self Reflection on Arts Infusion Practices and review individual goals from the fall
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop arts-infused practices
- Staff selects Arts Infusion Leadership Committee to set agenda for arts infusion PD during the following school year

## Arts Infusion Resources

Books
<i>Lively Learning: Using the Arts to Teach the K-8 Curriculum</i> By Linda Crawford
<i>Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural Settings</i> By Meryll Goldberg
<i>Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers</i> By Claudia E. Cornett
<i>Dance as a Way of Knowing</i> By Jennifer Donohue Zakkai
<i>Visual Arts as a Way of Knowing</i> By Karolynne Gee
<i>Putting the Arts in the Picture: Reframing Education in the 21<sup>st</sup> Century</i> Edited by Nick Rabkin and Robin Redmond
<i>The Everyday Work of Art: Awakening the Extraordinary in Your Daily Life</i> By Eric Booth

Websites
American Alliance for Theatre Education <a href="http://www.aate.com/resources.html">www.aate.com/resources.html</a>
Artyclopedia <a href="http://www.artyclopedia.com">www.artyclopedia.com</a>
Artsonia <a href="http://www.artsonia.com">www.artsonia.com</a>
Bibliography of Art Lesson Plans and Games <a href="http://www.princetonol.com/groups/iad/links/artgames.html">www.princetonol.com/groups/iad/links/artgames.html</a>
Chicago Museum of Contemporary Art <a href="http://www.mcachicago.org">www.mcachicago.org</a>
Cleveland Museum <a href="http://www.clemusart.com">www.clemusart.com</a>
Indiana's Fine Arts Standards <a href="http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx">http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx</a>
Kennedy Center, DC <a href="http://www.artsedge.kennedy-ceneter.org">www.artsedge.kennedy-ceneter.org</a>
Museum of Fine Art Boston <a href="http://www.mfa.org/collections.htm">www.mfa.org/collections.htm</a>
NYC's Blueprint for Teaching the Arts <a href="http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html">http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html</a>
The Children's Museum of Indianapolis <a href="http://www.childrensmuseum.org">www.childrensmuseum.org</a>
The Eric Carle Museum of Picture Book Art <a href="http://www.picturebookart.org">www.picturebookart.org</a>
The National Gallery of Art <a href="http://www.nga.gov/kids/kids.htm">www.nga.gov/kids/kids.htm</a>
Theatre <a href="http://www.childdrama.com">www.childdrama.com</a>
Voices Across Time <a href="http://www.voicesacrosstime.org/">www.voicesacrosstime.org/</a>

*Educators may also seek out resources that community arts organizations (museums, dance troupes, etc.) offer to local schools.*

## Lower Academy Math Lessons

### Number Books

**Connection to LHA Curriculum Program:** *Saxon Math*

#### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT represent the value of the numbers 1-10 using visual images.

#### Assessment Evidence

**Performance task (arts-infused activity):**

Students will select a theme for a number book that will represent the values of the numbers 1- 10.

#### Learning Plan

**Learning Activities:**

- This project can be done in one or two class periods.
- Show a model number book and read it with the children. Explain to children that today they will make their very own number book. For example, students may select the theme of animals (one elephant, two birds, etc.) but any theme will work.
- Hand out strips of paper to each student (each student should get 10 strips – the smallest being 1 inch wide and the largest being 10 inches wide). Explain that each page needs to include three things: the numeral, the number written as a word and a drawing that represents the value of the number. Guide them through the process of creating their first page. Write the numbers on the board for students to reference as they continue their work independently.
- When students have completed all ten pages, they will use colored construction paper to make a title page. Show the students how to write “My Number Book” and review author and illustrator. Explain to children that they are the author and illustrator of their own book.
- Help the children put their pages in a pile with the cover and back at the beginning and end. Punch two holes and tie the yarn loosely to bind the book.
- Students will be very excited to share their books, so organize a time when they can read their books to each other. The students should be able to read their own books.

**Accommodation:** Advanced students can write the name of what they drew (8 cats). Some students may need to use teddy bear counters as a manipulative to understand number value. The teacher may write the numbers and their written names on the board for students to reference.

**Assessment:** Students can assess themselves during a class lesson on revision. The teacher can lead them through the process of checking each page to make sure that the students completed each part

of the assignment. A large version of the number book can be displayed for children to check their work against.

Does each page include the number, the word for the number, and pictures that correspond to the number? Does the student's book demonstrate understanding of number value?

**Extensions:** Students can make a number book for the numbers 11-20. Students can read the book *The Very Hungry Caterpillar* by Eric Carle, which follows a similar model, and create a book in his style using tissue paper collage. Students could make up a story using numbers, and the teacher could record it or help the child to write it.

**Materials:**

- Two pieces of colored construction paper for each child.
- White paper in various sizes (8x10 paper held horizontally, cut into strips varying from 1 inch wide to ten inches.)
- Hole punch
- Yarn

\*Teachers should align objectives to their state standards.

## Painting Combinations of 10

Connection to LHA Curriculum Program: *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT identify the different combinations of addends that make sums of 10.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create paintings that demonstrate combinations of addends that make sums of 10.

### Learning Plan

**Learning Activities:**

**Prerequisite Knowledge**

- Children identify and understand numbers to ten. Children have experience combining addends to make sums.

**Procedure for Teaching:**

- In partners, present students with this story problem:

*Malik has a pet store which sells dogs and cats. He only has room for 10 cages. Each cage fits one cat or dog. How many different ways could he fill his 10 cages with dogs and cats?*

- Read the problem with the students. Ask, “What do we need to find out to solve this problem? What are some ways we can solve this problem?” Develop an understanding of the question with the students. Encourage them to think about all the different strategies they could use to solve the problem, such as drawing pictures, using manipulatives, or making a list. Give children time to work with their partners to explore the solutions to this problem on their own.
- Ask students to share their answers. Assess informally through inquiry whether students were able to find all the combinations of cats and dogs that would fill the pet shop.
- Share with students the idea of using linking cubes to show combinations. Use red to show dogs and blue to show cats. Create a blank table on the board with dogs written in red and cats written in blue. Model a first combination, 10 dogs and 0 cats. Show children how to record their combinations by coloring with crayons and writing the number sentence next to the row on the worksheet. Model a second combination, 9 dogs and 1 cat. Review the recording process with children. Ask children, “What

combination do you think you would do next? Why?"

- Allow children to find the remaining combinations with their partners. After completion, ask a pair to show their combinations to the class. Ask them to explain how they find all the combinations. Allow children to ask the demonstration pair other questions to clarify their thinking. Complete the blank table on the board as a class with all the ways to make 10. Talk with different pairs of children to assess their understanding. Ask questions to get children to explain their thinking.
- Tell children that they will now be creating a class pet store. Each pet will have 10 stripes, 10 spots, or a combination of stripes and spots. Give children a pre-cut paper dog or cat. On each cat or dog, ask children to create a combination of ten total spots and stripes. Encourage children to be creative, think big, and be imaginative about the kinds of stripes and spots the animals have. On the back of each cat or dog, ask students to write a number sentence that shows the number of spots and stripes on their pet.
- Ask children how they made 10 with the stripes and spots. Did we all have the same combinations? Did we make every combination as a class? How would this activity be different if we had to make 9 or 11?
- Tape children's cats and dogs to a long string. Display the class pet store around the room. Ask children informal assessment questions like, who can find the pet with 8 stripes and 2 spots? Are there any pets with 8 stripes and 3 spots? Why or Why not?

#### **Accommodations**

- Children who have special needs might not be able to sequentially find all the combinations of addends that make 10. Partner students who need more help with students who are adept at working in a sequential fashion. Emphasize the visual cueing of the colored cubes to show how the combinations differ.
- For children who are already proficient in all the ways of making 10, ask them to consider how the problem would be different if there were 11 cages. What combinations of dogs and cats would there be then? Would you use a different strategy to find the answer?

#### **Assessment**

Walk around with a clipboard and write anecdotal notes as they watch children use different addends to make 10. What strategies do children use to make 10? Do they use the manipulatives? Do they use their knowledge of doubles or doubles-plus-one facts? Do children understand the concept of zero and consider it as another addend to use to make 10?

#### **Tips**

- The preparation process for this lesson can be tedious. You can fold a stack of regular printer paper in half and draw a dog or cat on one side, and then cut it out. For a class of 20 children, this would mean making 200 dogs and 200 cats so that all of the children would be able to choose. Consider having the students draw their cats and dogs in their favorite combination

and cutting them out themselves.

- It is important to emphasize creativity and discuss different attributes of cats and dogs (possibly show pictures) before the children make their own. Many children may make 5 red dots and 5 blue dots and may not use their imagination to create unique animals. Other materials besides colored pencil might be more visually effective. Cutting and gluing construction paper or using stamps might work.

**Materials:**

- Red and blue linking cubes
- Crayons or markers
- Worksheet with 11 rows of ten 1 in. x 1 in. empty boxes
- 10 pre-cut paper dogs and cats for each student
- Colored pencils
- String
- Tape

\*Teachers should align objectives to their state standards.

## Connect the Dots: 1-100

**Connection to LHA Curriculum Program:** *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT write and identify numbers 1-100 in sequential order.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create watercolor paintings that connect the numbers 1-100 in sequential order.

### Learning Plan

**Learning Activities:**

**Pre Class Assignment**

As a class, students practice counting to 100 using a hundred chart. Individually, students fill in their own hundred charts.

**Prerequisites**

- Students should have an understanding of place value and be able to write their numbers.
- The procedure for using watercolor paint (how to treat brushes kindly, how to rinse the brush between colors) should be specifically taught. Also, encourage students to create and discover new colors and to identify them.

**Procedure for Teaching**

- On large paper folded in half, students write the numbers 1-50 and one dot next to each numeral. Students may use their hundred charts as a reference.
- Emphasize spreading the numbers across the page. Use rulers and crayons to connect the numbers. This way, the students will gain practice using rulers and they can even measure their lines. Without rulers, the shapes will mostly be organic and students won't be able to identify many geometric shapes (see Extension).
- On the other side of the paper, students repeat the process with the numerals 51-100.
- Using watercolor paint, students transform their connect-the-dots into works of art by filling in the shapes they created with their connected dots. When the watercolor paint is applied to the crayon, it creates a watercolor relief as the wax of the crayon rises to the surface.
- Identify geometric and organic shapes. Emphasize using imagination to find images.

**Accommodation**

- Gifted students can be encouraged to write their numbers to create a picture or combination

of shapes.

- Students who need extra help may need to write the numbers 1-10 and then connect them before moving on to the next ten numbers to avoid frustration. They may use their hundred charts as a reference.

**Assessment**

- Are the numbers 1-100 written correctly?
- Are the numbers connected in sequential order?

**Extensions:** After the students connect the dots, they could find and label each geometric and organic shape. Also, students could connect the numbers by twos, fives and tens, using different colors.

Finally, this activity could also help to introduce the concept of congruent lines and measurement.

**Materials:**

- Large paper
- Watercolor paint and brushes
- Crayons
- Blank hundreds charts
- Pencils

\*Teachers should align objectives to their state standards.

## 11-20 Collage

Connection to LHA Curriculum Program: *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT...

- recognize the numbers eleven through twenty.
- write the numbers eleven through twenty.
- demonstrate the value of the numbers eleven through twenty.

### Assessment Evidence

**Performance task (arts-infused activity):**

Create a colorful collage that demonstrates students' ability to recognize, write, and understand the value of the numbers eleven through twenty.

### Learning Plan

**Learning Activities:**

**Prerequisites :**Students should have already mastered identifying, writing, and being able to display the value of the numbers one through ten. Students should also have had some exposure to the numbers eleven through twenty as this project is meant simply as a means of reinforcing their understanding of these numbers.

**Procedure for Teaching:**

- To set the room up for this activity, divide the room up into centers where the students can work in groups of four or five. At each center, place a variety of markers, a piece of paper divided into ten sections for each student, trays full of the collage materials, and bottles of glue.
- Once the room is set up, model the activity for the students. Take a piece of paper broken up into ten sections just like the ones that have been laid out for each student. Ask the students if anyone knows what two digits make up the number eleven. After one of the students answers correctly, model how to write the number by picking up a magic marker and writing it in the corner of the first section on the large paper. After you have done that explain to the students that you are going to write all of the numbers consecutively from twelve to twenty in the corners of the remaining boxes on the paper. Now ask one of the students to come up and count out eleven pieces of whatever collage material you are working with. Once a student has done this model gluing down all eleven pieces of collage material in the section of the paper with the eleven written in it. Explain to the students that in each section of their paper they will glue down however many pieces of collage material corresponds to the number they have written there. It may be necessary to model this with a couple of numbers before the students fully understand the instructions.
- Once you have completed the demo, divide the students among the work centers that have

been set up and let them begin the activity. Move around the room and watch as the students write numbers in the corner of each section of their paper. If you notice that a student is having trouble writing the numbers, or that a student is not writing the numbers in consecutive order help that student correct their work. Once a student has finished writing the numbers eleven through twenty correctly allow them to begin gluing down their collage materials. If you notice that the number of collage materials a student has glued down in a particular section doesn't correspond to the number written there try to help that student correct their work by adding or removing materials in that section.

**Accommodation:**

- Students who have not yet mastered the numbers one through ten may want to do this activity with those numbers before moving on to the numbers eleven through twenty.
- Students who complete this activity very quickly may want to try it with the numbers twenty-one through thirty, though it is recommended that they use either larger paper or smaller collage materials.

**Assessment:**

- Did the student form the numbers eleven through twenty correctly?
- Did the student write the numbers in consecutive order?
- Did the student correctly represent the value of each number with the collage materials?

**Materials:**

- Large pieces of paper divided into ten equal sections.
- A variety of colorful construction papers cut into small squares. There should be enough that every student can represent the value of each number between one and eleven.\*
- Small bottles of glue for every student in the class.
- Trays to contain the cut up construction paper.
- Markers in a variety of colors.

*\* In place of construction paper teachers can provide a number of different materials for students to collage on their paper. For example, beans, beads, macaroni, string, or sequins.*

\*Teachers should align objectives to their state standards.

## Division Dance

**Connection to LHA Curriculum Program:** *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT explain and apply the concept of division.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create and participate in a dance that illustrates what happens when one number is divided into another.

### Learning Plan

**Learning Activities:**

- Review the concept of division with the class.
- Break the class into groups of six. Let the students know that the six students in each group are a dance troupe. Each dance troupe is responsible for choreographing a dance that they will perform in front of the class.
- Ask for five volunteers to help you model working in a group to choreograph a dance.
- Tell the students that to help them choreograph the dance they will receive a series of division facts. On the board write:  $6 \div 2 =$ ,  $6 \div 3 =$ ,  $6 \div 6 =$
- Tell the students that each division fact represents how the members of the troupe should be grouped during each section of the dance.
- Help your volunteers begin to work through choreographing the dance. Point out to them that on the board it says that in the first section of the dance your troupe of six should be divided into two groups. Ask them how many members should be in each group (three).
- Tell them that for the first section, starting in their group of six, they will create a motion with a beginning middle and end that illustrates how a group of six can be divided into two groups.
- Solicit ideas for the motion from the group members. Decide on one and perform it three times all together.
- Tell the students that they now have the first section of their dance. Now it's time to come up with the second step.
- Point out that the next division fact on the board is six divided by three. Tell them that this means we should divide the troupe of six members into three groups for the next section of the dance. Ask them how many members each of the three groups should have (two).
- Have students come up with a motion with a beginning, middle and end that illustrates how a group of six can be divided into three groups. Practice this motion three times. The troupe now has the second section of their dance completed.
- Help the model troupe choreograph the third and final section of their dance. Perform all three sections of the dance for the class.
- After answering any clarifying questions that the class may have, give each troupe their own sequence of division facts and assign them a section of the room to work in.

- Allow the class about fifteen minutes to choreograph their dances while you circulate the room and help each troupe individually.
- Once the dances have been choreographed, have each troupe perform in front of the class.
- While each troupe is performing have the students in the audience try to figure out and record the series of division facts the performing troupe was given.
- Have students write a few sentences explaining how the dances represent the concept behind division.
- To further connect the dance activity to the concept of division, have students write word problems for a given division equation or series of equations.

**Materials:**

- Instrumental music to play during dance performances (optional)
- Notebooks for the students to record division facts

\*Teachers should align objectives to their state standards.

## Butterflies for Doubles Facts Lesson Plan

**Connection to LHA Curriculum Program:** *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

Students will learn doubles to 18 addition facts.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students working in small groups will decorate a set of nine butterflies, each one representing a double fact from 0-18.

### Learning Plan

**Learning Activities:**

To prepare for this lesson, set up the classroom so that students are working in small groups. Four is a good number of students to have per group - this way each student can do a butterfly for two of the ten facts and then they can create the remaining butterfly collaboratively. One of the butterflies will only need to be cut out because it represents  $0 + 0$ . Each groups' work area should be covered in newspaper and have the following materials: Five pieces of construction paper, one butterfly stencil cut from oak tag about the size of half a sheet of  $8\frac{1}{2}$ " by 11" paper, a variety of liquid tempera paints in containers suitable for finger-painting, scissors and pencils for each student, and paper towels for students to wipe off their hands.

- Explain to the students what the doubles facts are and that we will be working in groups creating butterflies to show the double facts to 18.
- Begin the activity by having students fold their  $8\frac{1}{2}$ " x 11" paper into  $8\frac{1}{2}$ " x  $5\frac{1}{2}$ " halves.
- Next instruct the students to trace the butterfly stencil on to one half of the paper while keeping it folded and then pass it to the next person in their group. After all the students have traced the stencil instruct them to cut out the butterfly shape keeping the paper folded, cutting through both halves.
- When they are done each student should have two butterflies. Tell the first student in each group that finishes to repeat this process with the remaining sheet of construction paper. Now each group should have a total of ten butterflies.
- Next demonstrate for the students how the butterflies will help solve double fact problems. For example, using  $5 + 5 = 10$  show students that if you dab five dots of paint on one of the butterflies wings and then while the paint is still wet, fold the butterfly in half, when you unfold the butterfly you will have five dots on each wing illustrating that five plus five is ten.
- After the demo, pass out a worksheet that requires students to solve double facts problems (Saxon Math 2 Fact Master 5A works well for this) and assign each student two problems, excluding  $9 + 9$ , which they will do together as a group, and  $0 + 0$ . Instruct the students to create butterflies for their assigned problems.

- Once all of the students have completed their two butterflies, have the group create the butterfly for  $9 + 9$  together and share their butterflies with one another. Have students go on to complete the remaining sections of the worksheet on their own, referring to the butterflies if necessary.
- After the lesson is over, each set of butterflies can be strung together and hung in the classroom.

#### **Accommodations**

- Cut out extra butterflies, keeping in mind that certain students will have trouble completing this task in the allotted amount of time. Allow those you know will have trouble to attempt cutting in an effort to improve their skills, but do not let this hinder them from completing the rest of the activity.
- Make sure to vary the ability levels of the students in each group so that students with deficiencies in math can be assigned lower double facts such as  $1+1$ ,  $2+2$ ,  $3+3$  and then they can benefit from the work of the more advanced students in the group.

#### **Assessment:**

- Did each student complete their butterflies with the correct number of dots on each wing?
- Did each student successfully complete the worksheet?
- Did each group successfully finish a complete set of double fact butterflies?

#### **Extensions:**

This activity may be utilized to teach doubling numbers greater than nine if so desired. However, it might be a good idea to have students use something finer than their finger to apply the paint as their will be a greater number of dots on each wing.

#### **Materials:**

- Saxon Math 2 lesson 5 or another double facts worksheet
- 8 1/2" by 11 construction paper in a variety of colors
- Liquid tempera paints
- Oak tag
- Pencils
- Smocks
- Newspaper

\*Teachers should align objectives to their state standards.

## Printmaking Multiplication

Connection to LHA Curriculum Program: *Saxon Math*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT explain and apply the concept of multiplication.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will use a simple printmaking technique to create a piece of artwork that helps them understand what happens when two numbers are multiplied together.

### Learning Plan

**Learning Activities:**

Part One

- After reviewing the concept of multiplication with your students, tell them that they will be creating a piece of artwork that will help them visualize what is happening when they multiply two numbers together. Tell them that to do this they will be using an art form called printmaking and that printmaking is used to create multiples or to multiply the same image over and over again.
- Give each student a piece of Styrofoam and an index card with a number between 1 and 12.
- Model for the students how to pick a simple shape (circle, diamond, star etc.) and, using a pencil, carve the shape into the Styrofoam. Repeat carving the same shape into the Styrofoam until the number of shapes you've carved matches the number that's on your index card. For example, if you are carving triangles and your index card says five you should stop when you have carved five triangles.
- Make sure to explain that if the children have a low number on their cards like one or two they will carve their shapes larger to fill the space. However, if they have a higher number like eleven or twelve they will carve their shapes smaller to make sure they don't run out of room.
- It is also important that you explain to the students that they need to press hard enough with their pencils when carving into the Styrofoam to make a significant depression, but not so hard that they are pushing through to the other side.
- Allow the students to begin carving while you circulate the room and assist them.

Part Two

- Once the blocks are carved, hand out watercolor paint (or washable markers), brayers (if you have them), a brush, cup of water, and paper towel to each student. Along with these supplies distribute paper that is big enough for them to print their block of shapes at least five times with a little room to spare.
- Model covering the carved side of the Styrofoam with one color of paint, placing it face down on the paper and rolling the back of it with the brayer. If no brayers are available, simply press down with the back of your hand.
- Lift the Styrofoam off the paper, wipe the remaining paint off its surface with a paper towel,

and wash and dry your paintbrush.

- Now that you have made your first print, record your first multiplication fact in a notebook or on a separate piece of lined paper. For example if you are still using the five triangles from part one you would record  $5 \times 1 = 5$  because you have printed five triangles once on your paper.
- Coat the carved side of the Styrofoam with a new color of paint and print the shapes again right next to the first print and record the new multiplication fact ( $5 \times 2 = 10$ ).
- Tell the students they will print their Styrofoam shapes a total of five times using a different color each time and stopping to record the new multiplication fact after each print.
- Allow the students to begin printing while you circulate the room providing assistance when needed.
- To encourage students to apply what they learned by making the prints, have students draw pictures based on a multiplication word problem before they solve the problem.

Note: If you are using washable markers instead of watercolors, the students will cover the face of the Styrofoam with marker, use the brush and water to dampen the paper in the area they are printing (not soak), and place the Styrofoam face down on the dampened area.

**Materials:**

- Styrofoam rectangles (If you can't find these at an art or craft store you can cut them from lunch trays or use the flat part of a Styrofoam plate)
- Large paper heavy enough for use with wet mediums
- Watercolor paint or washable markers
- Paint brushes
- Paper towels
- Brayers
- Pencils
- Notebook or loose-leaf paper

\*Teachers should align objectives to their state standards.

## Lower Academy ELA Lessons

### Alphabet Art Lesson

**Connection to LHA Curriculum Program:** *Open Court Reading (K-1)*

#### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT draw horizontal, vertical, and slanted lines to write and form the uppercase letters A, F, H, M, and N.

#### Assessment Evidence

**Performance task (arts-infused activity):**

Students will practice writing uppercase letters using a variety of media.

#### Learning Plan

**Learning Activities:**

- Begin the lesson by reviewing how we use lines to form some uppercase letters. Encourage all children to draw imaginary vertical lines from top to the bottom and imaginary horizontal lines from left to right. Explain that some lines we use to make letters are slanted. Have children draw imaginary slanted lines.
- Show children the uppercase letter cards A, F, H, M, and N. Have children touch the slanted lines from top to bottom. Have children touch the horizontal lines from left to right.
- Tell the children that they will practice writing and forming these uppercase letters using a variety of different materials.
- Move around the room introducing each center (see Materials section) and modeling how to use the materials to form the letters displayed there. Tell the children that when they finish forming the letters at that center they should raise their hands so you can come around and provide feedback on their work. Explain that once a child has successfully completed all the letters at that center they should put the materials back the way they found them and wait for the signal to move to the next center.
- Assign each of the children to a starting center and instruct them to begin the activity.
- After each child has finished each center, call the children back together. Ask, "Look at the letter cards, where do you see a slanted line? Where do you see a horizontal line?" Put children in pairs. Have children write the letters on each other's backs. Encourage children to guess the letter.

**Accommodations:** Children who need have special needs might not be able to transfer a visual cue to a piece of paper. For these children, provide a large copy of the letter for children to use the different materials to trace over. Children who are already proficient in writing these letters can explain the similarities and differences between the letters and can combine the letters to write and illustrate words.

**Assessment:** The teacher should walk around with a clipboard and write anecdotal notes as they watch children create letters at each center. Does the child write the vertical lines from top to bottom? Does the child write horizontal lines from left to right? Does the child know how to make slanted lines? What uppercase letters have they mastered? What letters do they need more practice?

**Extensions:** Children will practice identifying A, F, H, M, and N by cutting these letters out from magazines and finger tracing the letters to show how to write the horizontal, vertical and slanted lines. Children will use their knowledge of horizontal, vertical and slanted lines to write the uppercase letters I, L, V, W, X, Y, Z.

**Materials:**

- large letter cards
- string
- sand
- shaving cream
- dough for sculpting
- water for use on chalkboard
- dry erase markers and dry erase boards
- beads
- beans
- trays to contain materials

*These materials are suggested but you can use any child-friendly medium appropriate for writing and forming letters. To ensure student engagement, at least five or six materials are recommended, but the more materials the better. Also, it is recommended that children use as many new materials (those not commonly used in class) as possible because this will help to keep them engaged in the activity.*

\*Teachers should align objectives to their state standards.

## Blends and Digraph Pictures

**Connection to LHA Curriculum Program:** Open Court Reading

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT...identify common digraphs and blends in words in order to use this knowledge to decode new words.

### Assessment Evidence

**Performance task (arts-infused activity):**Students will identify, decode and write common digraphs and blends. Students will demonstrate and apply their understanding of digraphs and blends to create a flipbook.

### Learning Plan

**Learning Activities:**

- Introduce the featured digraph or blend of the day. For example, write Sh on the board. Then ask, “Does anyone know what sound this special letter combination makes?”
- In small groups, have students read a poem with the blend of the day. They will be word detectives and find all of the words with -sh.
- As a class, compile a master list of -sh words and post the list. From the list, students will choose four words to illustrate.
- Each student should have a piece of construction paper which they will fold in half once the long way and twice the short way. This will create a long book with four boxes. Using scissors, have students cut the boxes only to the middle of the book. This will create flaps that open. It is very important to clearly model the folding and cutting procedure.
- On the front of each flap, students will draw each of their chosen words. On the inside, students will write the word and a sentence using that word.
- Students will share their illustrations and play a guessing game. What -sh word is this?
- Students can use their flipbooks as a reference to study digraphs and blends.

**Accommodations:** For students who need extra help, the lists of class-generated words should be posted at the front of the room. For some students, writing the word and illustrating it may be challenging enough, and writing the sentence can be eliminated. Advanced students can be encouraged to use alliterations such as “short shark” or “shiny shell.”

**Assessment:**

Does the student’s work illustrate the digraph?

Do the words correspond with the pictures?

Is the digraph/blend used and spelled correctly in the student’s work?

**Materials:**

- Construction paper (1 sheet for each child.)

- Colored Pencils
- Scissors
- Poems with diagraphs and blends ([www.scholastic.com](http://www.scholastic.com) has some poems that can be used for this activity.)

\*Teachers should align objectives to their s

## Cause and Effect Machine

**Connection to LHA Curriculum Program:** *Open Court Reading or Imagine It!*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT identify the cause and effect of events within a story.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will work in groups to create Rube Goldberg Machines with their bodies that demonstrate cause and effect.

### Learning Plan

**Learning Activities:**

- Review the concept of cause and effect with the students, defining cause as “why something happens” and effect as “what happens.”
- Give the students some pairs of related events where it’s obvious which event is the cause and which is the effect. For example, “The girl studied hard for the test. The girl got an A on the test.” or “The boy stayed up past his bedtime. The boy woke up late for school.” Ask the students to identify the cause and effect for each pair.
- Show students examples of cartoonist Rube Goldberg’s work. Tell the students that Goldberg’s work often depicted very complicated machines that were designed to accomplish very simple tasks. Looking at one of Rube Goldberg’s machine cartoons, have the students try and figure out what the purpose or the effect of the machine is.
- Tell the students that Rube Goldberg became so famous for his machines that whenever someone makes a complicated machine that completes a simple task it’s called a Rube Goldberg Machine.
- Talk to the students about how Rube Goldberg Machines are great examples of cause and effect because within one machine we can find a number cause and effect relationships.
- View video clips from the internet that show Rube Goldberg Machines in action. Ask the students to identify cause and effect at different points in each machine.
- Tell the students that they will be working in groups to create Rube Goldberg Machines with their bodies.
- Call five students to the front of the room to model creating a machine. Line them up side by side across the front of the room facing the rest of the class.
- Tell the first student in the line that their job is to come up with a single motion, using a body part that ends by touching the student standing next to them.
- At this point it would be a good idea to generate a list, with the class, of body parts that are okay to touch people with and body parts that are not okay to touch. You should also discuss the amount of force the students are allowed to use when touching each other. No student should feel like they are being hit by their teammates during this activity.
- Allow the first student to demonstrate their motion. Ask the next student in line to think about how the first student’s motion might affect them. Ask the next student to come up

with their own motion based on this. Continue in this manner until all five students have their own motion to add to the group's machine. Encourage the students by telling them that the more creative they are with their movements, the more interesting their machine will be in the end.

- Have the students perform their machine together as a group. Have the audience identify the cause and effect relationship between specific students in the performing group.
- Break up the rest of the class into groups of four or five students. Assign each group an area to work in the room. Allow the students about ten minutes to come up with their motions and rehearse their machines.
- Have each group perform their machine for the class. After each group performs, have students identify the cause and effect relationship between specific students in the performing groups.
- If there is time at the end of the activity, see if all the group machines can be linked together to create one, whole class, Rube Goldberg Machine.
- To help students transfer this activity to identifying cause and effect in literature, have students draw a cartoon that illustrates the cause of an event in the text they are reading.

**Materials:**

- Rube Goldberg cartoons (go to Google's image search and enter his name. This will provide you with many examples)
- Rube Goldberg Machine video clips (you can find many examples on You Tube but this Honda commercial is excellent: [http://www.youtube.com/watch?v=\\_ve4M4UsJQo](http://www.youtube.com/watch?v=_ve4M4UsJQo))

\*Teachers should align objectives to their state standards.

## Abstract Expressionist Compare and Contrast

Adapted from the Color and Environment lesson plan found in the MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969*

**Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!***

### Desired Outcomes

#### Understandings (objectives)\*:

SWBAT use a completed graphic organizer to produce a piece of writing that compares and contrasts two things.

### Assessment Evidence

#### Performance task (arts-infused activity):

Students will create a Venn Diagram and a piece of writing that accurately compares and contrasts the elements of design found in two pieces of artwork.

### Learning Plan

#### Learning Activities:

- Review the concept of comparison and contrast with your students. Explain to them that when we compare and contrast two or more things, we are looking for the similarities and differences between them.
- Tell the students that they will be comparing two pieces artwork from the abstract expressionist painters Mark Rothko and Barnett Newman.
- Give the students some background information about abstract expressionism. Tell them that it was a style of painting that was developed by artists in New York City during the 1950's-60's and it was responsible for making New York City the most important city in the art world at the time. Inform the students that the abstract expressionists were not concerned with painting figures, landscapes, still-lives or anything "representational" (artwork that depicts something easily recognizable). They were more interested in painting abstract compositions of shapes colors and lines. Tell them that another painter they might know, Jackson Pollack, was also an abstract expressionist.
- Display copies of Mark Rothko's *No.5/No.22* and Barnett Newman's *Vir Heroicus Sublimis* .
- Take suggestions from the class to generate a list of the elements of design you can look at to compare and contrast the two paintings. If necessary, guide the class in creating a list that contains the following elements
  - Line (straight, curved, zigzag, etc.)
  - Shape (circular, rectangular, triangular, etc.)
  - Direction (vertical, horizontal, diagonal)
  - Size (big, small, thick, thin, etc.)
  - Texture (smooth, rough, flat, bumpy, etc.)
  - Color (warm colors, cool colors, amounts of specific colors)
  - Value (light, dark)
- Have the students work alone or in groups to create a Venn Diagram or other graphic organizer that compares the similarities and differences between the two paintings.

- Bring the class together to create a class Venn Diagram that collects ideas from all of the students.
- Model for the students how to use the class Venn Diagram to write a paragraph or paragraphs comparing the two paintings.
- Circulate the room while students work independently writing their paragraphs.

Materials:

- Color and Environment lesson from MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969* [http://www.moma.org/modernteachers/files/MAI7\\_2.pdf](http://www.moma.org/modernteachers/files/MAI7_2.pdf)
- Mark Rothko's *No.5/No.22*
- Barnett Newman's *Vir Heroicus Sublimis* (both images can be found by searching Google)
- Venn Diagram handouts
- Loose-leaf paper or writing notebooks

\*Teachers should align objectives to their state standards.

## Main Idea and Details Drawings

**Connection to LHA Curriculum Program:** *Open Court Reading or Imagine It!*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT write a paragraph that contains a topic sentence and supporting details.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create a drawing that shows the details to support a topic sentence of their choosing. Students will use the drawing to write a well-organized paragraph with a topic sentence and at least three relevant supporting details.

### Learning Plan

**Learning Activities:**

- After reviewing the concept of main idea and details, tell the students that just like a paragraph can have a main idea and details, a picture can as well. Inform the students that they will be given a choice of main ideas in the form of topic sentences. They will then create pictures that include visual details to support their topic sentence.
- Model this for the students by writing a topic sentence on the board. For example write, “On my road trip I saw some amazing cars.” Ask the students to tell you what kind of details would support the topic sentence (reasons why the cars were amazing).
- Begin drawing a scene on the board that includes at least three cars. Solicit ideas from the students about how to make the cars “amazing” (a car with wings, a car with two levels, etc.).
- Next, give the students a bank of topic sentences to choose from. Tell them to pick one that interests them and have them record it on a piece of paper or in a notebook. The topic sentences in the bank should leave room for the students to be very creative when coming up with supporting details. Here are some examples of topic sentences that can be used for this lesson:
  - The aliens were friendly, but they did many strange things.
  - All of my neighbors are really interesting people.
  - While visiting the far away land I witnessed the native people playing sports I had never seen before.
  - My favorite zoo has many weird, exotic animals in it.
  - The acrobats in the performance I saw last night did the most amazing tricks.
- Once students have recorded their topic sentences ask them to close their eyes and visualize the details they will include in their picture.
- Next, have the students begin their drawings while you circulate the room answering questions and checking on student progress. The amount of time you allot for the students to complete the drawing is up to you. However, if you are going to give the students a very limited amount of time, you should explain to them that the point of this activity is to do the drawing quickly and get the visual information on the page as fast as possible.
- After the drawings have been completed, use your model drawing to show students how to

write a paragraph about their picture that includes the topic sentence and at least three detail sentences to support it.

- Have students write paragraphs based on their own drawings.
- Have students use a rubric to evaluate their own paragraph and a partner's paragraph before collecting students' work.

**Materials:**

- Drawing materials (pencils, colored pencils, drawing paper)
- Notebook or loose-leaf paper for writing

\*Teachers should align objectives to their state standards.

## Making Inferences

**Connection to LHA Curriculum Program:** *Open Court Reading or Imagine It!*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT make inferences about the material they read.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will make inferences by looking at the art of Norman Rockwell. They will then create skits with embedded clues that will allow their classmates to make inferences about their performance.

### Learning Plan

**Learning Activities:**

**Part 1**

1. Briefly give the students some background information about Norman Rockwell's life and career. You can find information on the Norman Rockwell Museum website, <http://www.nrm.org>.
2. Inform the students that they will be using Rockwell's work to practice making inferences. If needed, provide the students with a review of what this means.
3. Show the students one of the Norman Rockwell pieces listed in the materials section. Ask the students to give a one or two sentence explanation of what is going on in the picture. Ask them to list the clues that led them to make that inference.
4. Show the students the three remaining images listed below, give them time to make an inference about what is happening in each one and provide at least three clues that show why they made that inference.

**Part 2**

1. Discuss what it means to mime. Tell the students that a mime gives the audience clues using their movement so the audience can make inferences about what they are acting out.
2. Show clips of Marcel Marceau performing, which can be found on YouTube, and have the children make inferences about what he is acting out.
3. Tell the students that they will now be performing their own mime routine for the class to make inferences/ draw conclusion about.
4. Model picking an activity to mime. (*Ex: walking your dog*) and coming up with the visual clues you will give during your performance (*Ex: "Okay so first I'll pretend I'm picking up the leash and straightening it out. Next I'll call the dog by kneeling down and tapping my hands on my knees. Then I'll clip the leash on the dog's collar, pat it on the head, stand up and open the door. Then I'll pretend that the dog is pulling me out the door...etc."*)
5. Give the students about seven minutes to prepare their performance while you circulate the room and help individual children.
6. Establish a space in the room where the performances will take place and go over the expectations for both the performers and the members of the audience.
7. After each student performs, call on audience members to make inferences about what

activity the performer was miming and what clues they used to make that inference.

### Part 3

1. To help students transfer the skill of making inferences back to comprehending a text, select a passage from their reading that lends itself to making inferences. Have students discuss what inferences they can make based on the reading and what clues they used to make the inference.

#### Materials:

Art by Norman Rockwell-

*The Runaway*

*The Shiner*

*No Swimming*

*Girl Reading The Post*

All these images can be found easily on the internet by searching Norman Rockwell and the title of the piece. I would recommend projecting these for the class if you have that option. If not than you could print the images out or get a book of his work.

Clips of Marcel Marceau performing from You Tube

\*Teachers should align objectives to their state standards.

## Sequence Dance

**Connection to LHA Curriculum Program:** *Open Court Reading or Imagine It!*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT record the sequence in which a series of events takes place. They will also know that changing a sequence affects our understanding of the events that happen within it.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will choreograph a dance and record the sequence of movements that happen in it. They will also learn, perform and re-sequence a dance choreographed by another group. Finally they will watch and record the steps in the re-sequenced version their dance.

### Learning Plan

**Learning Activities:**

- Review the concept of sequence with the students. Tell them that in a story, a sequence is a series of events that happen in a particular order. Remind them that if one were to change the sequence of events in a story, the story would change and maybe not make sense. Demonstrate this for them by changing the sequence of events from a well-known story such as Goldilocks and discussing how this changes the story.
- Tell the students that we use sequencing in many things - not just in stories. Inform them that in dance the choreographer puts together a series of movements in a sequence to create a dance, and just like in a story, if the sequence of movements is changed, so is the dance.
- Explain to the students that today they will be working with a partner to choreograph a dance that they will then teach to another pair of students to perform. They, in turn, will also be expected to learn and perform the dance the other pair choreographed.
- Define “movement” to the students as a motion that has a beginning middle and end. Ask them to think of it as two poses and the motion you make to move from one to the other. Model a movement for the children. Pause during each phase of the movement to define its beginning, middle, and end.
- Give students examples of different types of movement. Show them low movements, high movements, fast movements, slow movements, smooth movements, sharp movements, etc.
- Give the children time to pair up or assign them partners. Ask each pair to move to a spot in the room where they are visible and have enough room to move safely.
- Once they are settled, tell them that each group will create five different movements. Each of the five movements must be given a one-word name. Suggest that the children use adjectives that describe the movement, as they will probably be easier to remember.
- Give the students time to create, name, and practice their five movements.
- Now instruct the students that they must put the movements into a sequence. Once they have their sequence, ask them to record the sequence on a piece of paper by writing the names of the movements in the order they should be performed. Have them use sequencing words such as first, next, then, etc.
- Have each pair teach their sequence of movements, or dance, to another pair of students

along with the names of the individual movements.

- Have each pair perform the dance they learned for the group that taught it to them.
- Then have each pair re-sequence the movements they were taught into a new dance
- Have the groups perform their re-mixed version for their partner pair while the partner pair records the new dance sequence using sequencing words.
- Bring the class back together into a whole group and ask the students to explain how changing the sequence of movements affected the dances they choreographed.
- To help students transfer their understanding of sequence to reading, you may have students create a dance that represents the sequence of events in a story they are reading.
- To further challenge students, have them select one event from the story to put out of order in their dance and see if the rest of the class can identify the sequencing problem.
- If your students are learning about flashback, you can adapt this activity to help students represent flashback through dance.

Materials:

\*Teachers should align objectives to their state standards.

## Lower Academy Science

### Balance and Motion Mobiles Lesson Plan

<b>Connection to LHA Curriculum Program:</b> Science
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT apply the principles of motion and balance to create mobiles.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will use weights and counterweights to balance their mobiles.
<b>Learning Plan</b>
<b>Learning Activities:</b>
<b>Day One</b>
<ul style="list-style-type: none"><li>• Begin by asking students what they know about balance. Explain to students that artists also use balance.</li><li>• Show examples of work by Alexander Calder and explain that a mobile is a type of art that balances.</li><li>• Give each child a package of clay and allow them to experiment and discover the different shapes they can make. You may want to demonstrate methods of rolling and working with the clay. Direct the students to make more than four shapes, because they will be balancing them.</li><li>• Once they have made their shapes, they will poke holes through them with their sticks. The teacher should string the shapes since most first graders will have difficulty tying and stringing.</li></ul>
<b>Day Two:</b>
<ul style="list-style-type: none"><li>• The students will paint their shapes. Optional: Discuss color balance and how artists use color to balance an artwork. Show examples of balanced color schemes: warm and cool colors, etc.</li></ul>
<b>Day Three:</b>
<ul style="list-style-type: none"><li>• The students will balance their shapes. The teacher should tie a pipe cleaner or string to the middle of each popsicle stick. On each child's desk, tape another popsicle stick for the students to balance their mobile on. Each shape should be tied to a paper clip. Students will use the paper clips to fasten their shapes onto their stick.</li></ul>

- Before students begin, the teacher should demonstrate balancing, calling on children to help balance the model mobile. Review prior knowledge and balance vocabulary before allowing students to experiment and balance their mobiles.

**Accommodation:** To make the balancing more challenging, encourage students to make shapes of dramatically different sizes. For a student who struggles with the concept of balance, guide them to create shapes of similar sizes in even number.

**Materials:**

Crayola model magic: one package per student  
Watercolor paints and brushes  
String or yarn in bright colors  
One stick (popsicle sticks work well) per student.  
One pipe cleaner per student  
Paper clips

\*Teachers should align objectives to their state standards.

## Classification Creatures

**Connection to LHA Curriculum Program:** *Literacy and/or science*

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT group things into fixed classes based on predetermined criteria.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will produce a design template that shows animal names correctly paired with their classification. Also, students will produce a piece of artwork that represents body parts from animals in four distinct classes.

### Learning Plan

**Learning Activities:**

- Review classification with your students, reminding them that when we classify we are organizing things into fixed groups based on predetermined criteria.
- Introduce students to, or remind them of, the different classes of animals. Ask them to name some and make a list on the board.
- Tell the students that for this activity they will be working with four animal classifications, mammals, birds, reptiles, and amphibians.
- Generate a list of attributes with the students for each classification of animal (birds have wings, lay eggs etc.)
- Display for students a large assortment of animal pictures that contain a number of images of animals in each classification. The images should be labeled with the names of the animals.
- Inform the students that in the mythology of many cultures there are stories of creatures with the body parts of multiple animals mixed together. Show them examples like the chimera, griffin or sphinx.
- Tell them that today they will be creating their own creature by combining the body parts of animals from different classes.
- Give them a handout to help them design their animal. The handout should have a grid composed of four rows and five columns. Label the rows with the animal classifications: mammal, bird, amphibian and reptile. Label the columns with body parts: head, body, arms or wings, legs, and tail. Students must use at least one body part from an animal in each classification. They will write the name of the animal in the box that corresponds to the correct body part and animal classification.
- Once the students have completed the design grid, provide them with paper and a variety art supplies to create a drawing, painting or sculpture of their animal. Allow them to use the animal photos you provided as reference for the different body parts.
- As an extension, once the artwork is finished you can hand out blank copies of the same grid the students used to design their creatures. Have each student pick another student's work that interests them and ask them to use the grid to identify the animals each of the body parts came from.

**Materials:**

- Animal pictures (in books, printouts, or projected)
- Examples of mythical mixed up creatures (sphinx, chimera, griffin)
- Art materials (either varied or limited depending on how much choice you want to provide the students with, but it might be a good idea to include at least one 2-D and one 3-D option)

\*Teachers should align objectives to their state standards.

## Lower Academy Social Studies

### Geography Mosaics

**Connection to LHA Curriculum Program: Social Studies**

#### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT identify and describe distinguishing features of geographical areas (lesson example: Canadian provinces).

#### Assessment Evidence

**Performance task (arts-infused activity):** Students will produce a mosaic depicting a scene specific to a certain territory or province in Canada

#### Learning Plan

**Learning Activities:**

- After reading through lesson 3 of the Core Knowledge Canada unit, list the Canadian provinces and territories on the board and have students name examples of things found in each one.
- Assign or have students pick a province and inform the students that they will be making a mosaic image of something specific to their province or territory. (Students should have been introduced to the term mosaic in the previous lesson but explain exactly what a mosaic is again and show them a couple of examples of mosaics.)
- Model for the students how to create a simple pencil sketch of their image on their chipboard. As the students are doing this, circulate and make sure that all students are creating images specific to their province or territory. For example if a student is supposed to be doing a mosaic about Ontario, an image of the CN Tower would be appropriate while an image of a cowboy probably would not.
- Once students have completed their sketch, pass out strips of construction paper in the colors that they need to complete their image. It might be a good idea to limit the students to three or four colors to begin with as this is probably a new medium for them and too many colors at first might be overwhelming.
- Show the students how to cut their long strips of paper into small squares. The next step is to have the students apply glue to small areas of their chipboard using their glue sticks and applying their tiles. Make sure students are not trying to apply glue to each separate tile before applying them this will take forever and create a huge mess. As a finishing touch to the mosaics, give each student a small handful of tiles in assorted colors so they can add any small details they wish.

**Assessment:**

- Did the student create an image specific to their chosen or assigned Canadian province or territory?
- Did the student follow the directions on how to construct their mosaic?
- Could the student match his or her mosaic back to the province it was intended to represent?

**Extensions:** As a review of the lesson, have students present their mosaics to the class and demonstrate their knowledge of their province or territory. Another option for this extension would be to have students pair up and teach their partner about their province or territory and then have the partner present one thing about that province or territory to the class.

**Materials:**

- One small rectangular piece of cardboard or chipboard for each student to create their mosaic on
- A variety of colors of construction paper cut into strips that the students can cut down further to use as tiles
- Glue sticks
- Pencils
- Use Google Image Search to find visual references of the items discussed in the Pearson text
- Scissors

\*Teachers should align objectives to their state standards.

## Fantasy Map

**Connection to LHA Curriculum Program:** Social Studies

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT read a physical map and identify its parts.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create a physical map of an imaginary landmass that has all the features of a physical map of an actual place.

### Learning Plan

**Learning Activities:**

- Distribute one piece of copy paper and a small index card to each student.
- Have each student orient the paper horizontally, place the index card vertically on top of the paper in the bottom right hand corner and trace it. The area inside the outline of the index card will be the map key.
- Next, instruct the students to draw three to five simple shapes (circle, triangle, square etc.) that take up almost all of the remaining space on the paper, leaving at least an inch between the drawing and the edge of the paper on each side. Each shape should be connected to at least one other. The reason to start with these shapes is because it helps the students create a coastline for their landmass that feels less contrived than if they were to draw an outline freehand.
- Now demonstrate for the students how to loosely draw an organic outline around the mass of shapes, leaving about an eighth of an inch between the shapes and the outline. Explain to students that by organic line, you mean a line that appears natural. It may be helpful if the students see examples of actual coastlines before attempting this step.
- Hand out another piece of copy paper to each student and ask them to copy the outline as well as the area set aside for the map key. Make sure that they do not trace the simple shapes.  
The students now have their landmass and their map key on a new piece of paper.
- Now it is time to have the students start defining the land and adding bodies of water to their map.
- First have the students place at least one lake and one river on their map. The lake should be placed so that there is some space between the shore of the lake and the coastline of the landmass. Have the students color in the lake with a blue colored pencil. Rivers should be indicated by a blue line that runs from a lake to some point on the coastline.
- Next, have students indicate the elevation of the land through color. Have the students pick some areas toward the center of the landform and color them dark brown to indicate the highest elevations or mountain tops. The area around the coast should be colored dark green to indicate the lowest elevations. Fill the rest of the map light brown for lower high elevation areas and light green for higher low elevation areas.

- Adding in cities and roads is the next step. Have the students use small black dots to show cities and a black star for the capital city. Highways can be shown with thick black lines and secondary roads with thin black lines.
- The water around the landmass can be colored blue.
- Have the students fill in the symbols and labels in the map key.
- The students can come up with names for their cities and label them on the map.
- The title as well as the scale and the compass rose can be placed on the map around the outside of the landform.
- To assess whether students can transfer their knowledge of physical maps to other settings, have students read and answer questions about a physical map of the U.S. or of their state.

**Materials:**

- Copy paper
- Colored pencils
- Index cards
- Examples of physical maps

\*Teachers should align objectives to their state standards.

## Sculptures of Hindu Gods

Connection to LHA Curriculum Program: Social Studies

### Desired Outcomes

#### Understandings (objectives)\*:

SWBAT...

- Identify Hinduism as an important world religion.
- Identify aspects of Hinduism that separate it from other major world religions.
- Identify the three major Hindu gods by creating sculptures of them.

### Assessment Evidence

#### Performance task (arts-infused activity):

Students will create a sculpture of one of the three main Hindu gods, Brahma, Vishnu, or Shiva. The sculptures will contain three physical characteristics or symbols unique to that god. Students will write a brief description of the god they chose to accompany their sculptures. The written descriptions will explain important facts about the god.

### Learning Plan

#### Learning Activities:

- After reading about Hinduism (Core Knowledge Ancient India lesson 2 works well) with the students and presenting any supplementary materials you may have found relating to Hinduism, review the three major Hindu gods: Brahma, Vishnu, and Shiva. Focus on each god's specific physical attributes as well as the powers and responsibilities assigned to them and the symbols that represent these powers and responsibilities. Use reference materials such as statues and pictures of the gods while reviewing with the students.
- Explain to the students that they will be sculpting their own representations of one of the three main Hindu gods that include at least three physical attributes and/or symbols specific to the god that they choose.
- Pass out the sculpting materials and begin a guided discovery with the students where they practice making basic shapes such as spheres, cylinders, cubes, and wedges. Next, show the students what body parts can be made from these simple shapes, for example, a sphere can be easily formed into a head and a long cylinder can be bent into an arm.
- Once the students have gotten a chance to experiment with the materials, have them begin their sculptures. As they work circulate around the room and conference with each student about which of the gods they are sculpting and which attributes or symbols they are including to indicate their choice.
- While students wait for the sculptures to harden, have them write descriptions of the god to accompany their work. Make sure descriptions include the god's powers and responsibilities and the artistic choices they made to represent these powers and responsibilities.
- Once the sculptures have hardened, have students paint their sculptures with paint suitable for use with your modeling material.

**Accommodation:** Help students who are having difficulty create the basic shapes necessary to sculpt their god and then have the student create the details.

**Assessment:**

- Did the student create a sculpture of a Hindu god?
- Has the student included three physical characteristics or symbols unique to the god they have chosen?

During the classroom share does the student demonstrate a basic understanding of the three main Hindu gods ( For example a student should be able to tell you that Brahma is the main god of the Hindu religion and is also the god of creation)?

**Materials:**

- Modeling material (Crayola Model Magic works well because it is self-hardening and can be painted with watercolors)
- Materials for painting (watercolor paint, brushes, cups of water, paper towels, etc.)

Info and visual references for each of the three main Hindu gods can be found at <http://www.sanatansociety.org>

\*Teachers should align objectives to their state standards.

## Upper Academy Math Lessons

### Percentage Increase and Decrease of a Quantity

#### Mini-Advertisements

Connection to LHA Curriculum Program: UA-Mathematics

#### Desired Outcomes

Understandings (objectives)\*: SWBAT calculate the percentage increase or decrease of a quantity

#### Assessment Evidence

Performance task (arts infused activity): Students will create thumbnail sketches that advertise a percentage increase or decrease of some quantity related to fictional product of their creation. The advertisement will include the original amount, the new amount and the percentage increase /decrease.

#### Learning Plan

- Introduce students to the formulas used to calculate percentage increase/decrease of a quantity.
  - Percentage increase=  $(\text{new amount} - \text{original amount}) / \text{original amount}$
  - Percentage decrease=  $(\text{original amount} - \text{new amount}) / \text{original amount}$
- Have the students practice using the formulas by working through a couple practice problems on the board.
- Explain to the students that advertisers often use percentages to highlight positive changes in their products or changes in the price of a product that benefit the consumer.
- Show students a few examples of advertisements that highlight percentage increase/decreases.
- Tell the students that they will be given a list of eight original amounts and eight new amounts that reflect an increase or decrease in the quantity of the original amount. They will then use these amounts to create small sketches, known as thumbnails, which advertise a percentage increase/decrease of a quantity related to products they make up.
- For example, when creating a thumbnail for a quantity increase students may want to advertise a percentage increase in the amount of product a customer gets for their money. If they are calculating a percentage decrease they may want to advertise a drop in the price of the product or a reduction in some unhealthy aspect of the product like fat or salt.
- Show students how to divide a sheet of drawing paper into eight equal rectangles arranged in two rows of four.

- Explain to students that they will create an advertisement in each of the eight rectangles, one for each of the quantity increases/decreases on their list. Each advertisement must have a drawing of the product, the original quantity, the new quantity and the percentage increase/decrease calculated.
- Once students have finished all eight advertisements they can go back and add color to each using colored pencils.

**Materials:**

- Drawing Paper
- List of eight quantity increases/decrease
- Examples of advertisements highlighting percentage increase/decreases
- Colored Pencils

\*Teachers should align objectives to their state standards.

## Artistic Data Visualization

Connection to LHA Curriculum Program: UA-Mathematics

### Desired Outcomes

Understandings (objectives)\*: SWBAT analyze, interpret and display data using an appropriate graph.

### Assessment Evidence

Performance task (arts infused activity): Students will research or collect data on a topic of their choosing. They will then use this data to create a graph. The design and presentation of the graphs basic elements should aid in the understanding of the graph

### Learning Plan

Learning Actives:

- Review the different types of graphs that are commonly used to display information and the types of information each graph is best suited to display.
  - Line graph- best for tracking changes in data over time
  - Bar graph- best for compare data between different groups
  - Pie graph- best for comparing parts to a whole
- Show the students an example of a basic bar graph, for example, a bar graph that compares the number of touchdowns scored by three different NFL teams in three different seasons. Discuss the graph with the students. Does the graph clearly display the information? Is it very interesting to look at? Could you tell what information this graph is displaying if we take away the title and the labels? The students will probably think that the graph is clear but not very interesting to look at. They will also probably say that they couldn't tell what information the graph is displaying without the title and labels.
- Explain to them that there are graphic designers who specialize in creating what are known as "infographics" or charts and graphs that present information in a way that is both easy to read and interesting to look at. Many times these infographics are designed to make it more immediately apparent to the viewer what data is being displayed. If you google "infographics" and go to images you will be presented with a number of great examples to show the class.
- Next, have the students brainstorm how they could redesign your example graph so that it's more visually pleasing and more immediately decipherable. In the case of the NFL graph, the students might suggest that you fill each bar with the logo and colors of the team it represents, or maybe the background and X and Y axis are labeled to look like the markings on a football field. Discuss the student's ideas by deciding which ones might improve the presentation of the data and which might just make the graph more confusing.
- Inform the students that they will be creating their own artistically enhanced graph based on data of their choosing that they either collect (ex. surveying people) or research. The students should choose to create either a bar, line or pie graph depending on which type of graph is

best suited to present the data they are working with. Data collection or research can take place outside of class time.

- Once the students have got their data they can begin creating their graphs. Supply the students with a variety of art supplies (colored pencils, markers, paint, paper for collage etc.) as well as rulers and graph paper for those that need it.
- When the graphs are complete have the students do a gallery walk of the graphs and critique each others work.

**Materials:**

- Example graphs
- Examples of creatively executed infographics
- Art supplies such as colored pencils, markers, collage paper etc.
- Graph paper
- Rulers

\*Teachers should align objectives to their state standards.

## Finding the Area of Complex Shapes

Connection to LHA Curriculum Program: UA-Mathematics

### Desired Outcomes

Understandings (objectives)\*: SWBAT compute the area of complex shapes by dividing them into more basic shapes.

### Assessment Evidence

Performance task (arts infused activity): Students will construct and trace a complex shape using tangram pieces. Using the appropriate formulas to calculate the area of the basic shapes that make them up, they will find and record the total area of their complex shape as well as a shape created by another student.

### Learning Plan

- Explain to students that they will be learning how to compute the area of complex shapes constructed from more basic shapes by their classmates. Tell them that to do this they must first know how to compute the areas of the more basic shapes they will be assembling.
- Review with the students how to find the area of the basic shapes found in a standard set of tangram pieces.
  - Square:  $\text{area} = \text{length} \times \text{width}$
  - Triangle:  $\text{area} = \text{base} \times \frac{1}{2} (\text{height})$
  - Parallelogram:  $\text{area} = \text{base} \times \text{height}$
- Next give each student a piece of drawing paper and a set of tangram pieces.
- Instruct the students to create a complex shape on top of the paper using exactly five pieces from the seven-piece tangram set.
- Once they have completed constructing their complex shape have them use a pencil to trace the outline of the shape onto their drawing paper.
- Now give everyone another sheet of paper and a ruler. Have the students use this to trace each separate basic shape they used, calculate the area of each using the proper formula, and add them up to find the area of their complex shape. Make sure students show their work.
- The students will now trade the outlines of their complex shapes for someone else's.
- Using their tangram pieces they will try to reconstruct the complex shape they have been given inside the outline on the paper.
- After they have reconstructed the complex shape have them find and add together the areas of the basic shapes that make it up. Again, Make sure that each student shows their work.
- Now that they have the complex shapes total area they can check their work against the calculations of the shapes creator.

**Materials:**

- Pencils
- Drawing paper
- Tangram set for each student

*It seems standard tangram sets contain seven pieces: two large triangles, one medium triangle, two small triangles, one square and a parallelogram. Sets can be cut out of cardboard by the students using templates found online if necessary.*

- Rulers

\*Teachers should align objectives to their state standards.

## Upper Academy ELA Lessons

### Change of Setting

**Connection to LHA Curriculum Program:** Upper Academy literacy

#### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT analyze the influence of setting on the problem and resolution in a story.

#### Assessment Evidence

**Performance task (arts infused activity):**

Students will produce a series of drawings that depict major events from a well known story taking place in a setting that is different from the commonly known version.

#### Learning Plan

- Review the definition of setting with the students as it relates to a story.
- Tell the students that for this project they will be doing a series of three drawings based on a commonly known story, such as a fairy tale. They will, however, be changing the setting of the story so that it takes place in a time or place that is vastly different from the one that is commonly known. Because of this they will need to alter many of the details in their drawings so that they fit in with the new setting.
- Give the students an example by altering a familiar story, like *Goldilocks and the Three Bears*.
- Inform the students that while there are a number of versions of the story, there is a setting for the story that is commonly recognized. Ask the students what that setting is. The students should reach the conclusion that the story takes place in the woods, outside of a small village, during a pre-modern era.
- Have the class generate a list of two major events that take place in the story and the story's resolution.
  - Goldilocks tries all three bowls of porridge and eats the one that's the right temperature.
  - Goldilocks tries sitting in three chairs and settles on the smallest one breaking it to pieces.
  - Goldilocks runs, screaming, out of the house and into the woods after the three bears discover her sleeping in their beds.
- Ask the students to come up with a new setting for the story by giving you a new time and place for the events of the story to happen. Tell them to make sure and pick an actual time and place from the past to the presents but not a time in the future because we won't be able to research a place that doesn't exist yet.
- Walk the students through the process altering the details of the pictures to fit the new setting. For example, if the students wanted to set the story in ancient China, the animals in the story could be pandas or tigers, the bowls could be full of rice, etc. (To help students make

connections to content they have learned earlier in the year, encourage students to select a new setting they have studied in social studies or during another literacy unit.)

**Extension:**

Follow up by having students write an explanation of how setting affects various plot elements in a story students are reading in class.

**Materials:**

Drawing materials

\*Teachers should align objectives to their state standards.

## Structure of Text PSA

<b>Connection to LHA Curriculum Program:</b> Upper Academy literacy
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT Identify and analyze the structures of texts (e.g., textbooks, newspapers, technical manuals, novellas, novels, short stories, biography, essays, etc.)
<b>Assessment Evidence</b>
<b>Performance task (arts infused activity):</b> Students will create a satirical PSA that delivers accurate information about the structure of a particular type of text.
<b>Learning Plan</b>
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Discuss the structure of texts with the students. Talk about the different types of text that exist and why they are structured the way they are.</li><li>• Tell the students that they will be working in groups to deliver the information to the class in way that is as entertaining as it is informative.</li><li>• Break the class up into groups or let them choose a group of students they feel they will work well with.</li><li>• Once groups have been established, assign each group a type of text to research. Explain that after the groups have researched their text and found examples to share with the class they will be creating what's known as a PSA or public service announcement. Ask the students if anyone has seen one and can explain what it is. If no one knows tell them that a PSA is a television or radio advertisement created for the benefit of the public and designed to change people's attitudes about important issues. For example they may have seen Public Services Announcements designed to get people to stop smoking or be more environmentally conscious. You may find it helpful to show the class an appropriate PSA, which can be easily found on You Tube.</li><li>• Tell them that while a PSA is generally about a serious topic, and they certainly want to deliver the correct information about their groups text, sometimes if we assign life or death seriousness to something that is not a life or death situation it produces comical results. For example it might be funny if you, very seriously, told the class about someone who walked to school in a t-shirt and shorts in a snow storm because they didn't know where to locate the date on a newspaper and ended up reading the weather in the previous day's issue.</li><li>• Distribute information to each group about their assigned text and a couple of examples for them to look at.</li><li>• When they have had a chance to look at and discuss the materials you've given them, allow the groups time to come up with their PSA skits and rehearse them. When the skits are ready have each group perform them in front of the class.</li></ul>

**Materials:**

- Handouts with information about the different types of texts and their structures
- Examples of different types of text
- Examples of a PSAs from You Tube
- Video camera for recording performances (optional)

\*Teachers should align objectives to their state standards.

## Word Choice Relay

**Connection to LHA Curriculum Program:** Upper Academy literacy

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT use varied word choice to make writing more engaging.

### Assessment Evidence

**Performance task (arts infused activity):**

Students will participate in an improvisational theater game during which they will replace words in lines of dialogue, spoken by their classmates, with synonyms.

### Learning Plan

**Learning Activities:**

- Talk to the students about the importance of varying the words they use in their writing. Explain to them that using the same words over and over when writing makes the writing seem repetitive and boring to the reader. Choosing synonyms instead of repeating words makes the writing more engaging.
- Tell students that to practice varying their word choices they will be playing a theater game involving improvisation, or acting without a script where the actors make up the scene as they go along.
- Break the class up into two groups. One group will be playing character A and the other will be playing character B. Give each student a number corresponding to the order in which they will perform. It's okay if there are an uneven number of students.
- Inform the students that even though this is improvised and they are making it up as they go along, they will need a setting and a situation to use as a starting point. Solicit ideas from the students. Try to settle on one that will allow the students a lot of room to be creative. For example, two scientists about to test the world's first time machine.
- Explain to the students that you will start them off by saying a line of dialogue as each of the characters. After you say your lines the first student in each group will come up and repeat the line you said for each of their respective characters, with the exception of one word of their choosing, which they will replace with a synonym. For example, if you start off by saying, "Ahoy, fellow scientist, the idea of traveling through time is so exciting, isn't it?" The student who's next in line for character A could come up and say "Ahoy, fellow scientist, the idea of traveling through time is so exhilarating, isn't it?"
- Once both students have repeated your lines, switching out one word for a synonym, they will each have a chance to continue the conversation by responding with their own original lines. The students should make sure to always answer with another question, this helps to keep the conversation moving. They will then be replaced by the next members in their groups who will repeat the process.
- After all of the students have had a chance to participate, end by discussing the activity and charting some of the sets of synonyms that were used.

- Have students revisit a piece of writing they are working on to revise their word choice to make their writing more engaging.

**Materials:**

- If a student gets stuck and can't think of a synonym you may want to have a thesaurus on hand for them to use.
- You may also want to pass out index cards so the students can write down the line the group member ahead of them spoke.

\*Teachers should align objectives to their state standards.

## “How-To” Pamphlet

**Connection to LHA Curriculum Program:** Upper Academy literacy

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT understand that authors write for different purposes, one of those purposes being to explain.  
SWBAT write an expository text.

### Assessment Evidence

**Performance task (arts infused activity):**

Students will create a “how-to” pamphlet clearly explaining in ten steps how to make a sculpture of an animal of their choosing. (Consider having students construct sculptures of objects that relate to things they are studying in other subjects. For example, students might create sculptures of a simple machine, or an event they have studied in social studies.)

### Learning Plan

#### Learning Activities

##### Part One

- Briefly review with the students the different purposes for which an author might write.
- Tell them that in this activity they will be writing an expository text, or a text that’s purpose is to explain something. Tell them that the expository text they will be writing will take the form of an illustrated “how-to” pamphlet that tells the reader how to create a sculpture. Pass out some examples of manuals and discuss the format and features of how-to writing.
- Inform the students that in order to write the pamphlet they first must make the sculptures themselves.
- Provide the students with a number of different reference photos of objects they can choose from. Also, give them paper to take notes about each step.
- Give the students the following tips for sculpting and note taking before they begin:
  - The first step in any “how-to” should always be to gather materials. Make a list of all the materials someone will need to make this sculpture.
  - To begin your sculpture, look at the reference photo. Look at all the parts of the animal’s body and their sizes. Break your sculpting material up so that you have one piece of sculpting material of the appropriate size for each body part plus another piece set aside for smaller details.
  - Look at the basic shapes made by each of the animal’s body parts. Sculpt these shapes, add them to the sculpture and add the details at the end. Also, make note of these shapes to help describe each step in the “how-to.”
  - When taking notes on each step, make sure to use adjectives to be more clear and descriptive in your “how-to.”
  - Use adverbs in your notes to help describe how people should complete each step.
- Once you’ve given students the sculpting and note taking tips, pass out the sculpting materials and allow the students to begin their sculptures.
- While the students are sculpting circulate the room and give them feedback on their notes.

##### Part Two

- After the students have completed their sculptures, it's time to have them begin the final copies of their pamphlets.
- Show the students how they should lay out their pamphlet. On the board draw two horizontal rectangles that have been divided into three columns each. In each of the three columns in the first rectangle, which represents the front of their paper, there should be space set aside for two steps, one on top of the other, descriptive text and illustration. The first two columns in the second rectangle, which represents the back of the paper, should be broken up in the same way. The last column on the right should be reserved for the cover.
- Tell the students that when they are illustrating each step in their pamphlet, it is important that they draw exactly what they are describing in each step. For example, if they are describing rolling a piece of sculpting material into a ball they should draw hands rolling a ball. They should not include too much or too little visual information as it might be confusing to the reader.
- Distribute large pieces of white paper. Have the students hold the paper horizontally and then fold the paper into thirds so that it is divided into three columns.
- Allow the students to begin working on their final copies.
- Once all the steps have been written and illustrated, have the students make a cover with a title that describes what will be created, and a picture of what the final sculpture will look like.
- When the pamphlets are complete, as an extension, have the students trade their "how-to" with a classmate to see if they can use their instructions to recreate their sculpture.

**Materials:**

- Sculpting materials (Crayola Model Magic or air drying modeling clay)
- Loose-leaf or notebook paper of note taking
- Large, medium weight to heavy weight, plain white paper
- Animal reference images

\*Teachers should align objectives to their state standards.

### See CPA ELA Lessons: Picture Book Narrative

Connection to LHA Curriculum Program: CPA (Any core subject area with a suitable picture book)
Desired Outcomes
Understandings (objectives)*: SWBAT demonstrate comprehension by explaining a concept in greater detail.
Assessment Evidence
Performance task (arts-infused activity): Picture Book Narrative

### See CPA ELA Lessons: Character Trait Monologue

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions. SWBAT identify evidence of these traits in a dramatic performance.
Assessment Evidence
Performance task (arts-infused activity): Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters.

### See CPA ELA Lessons: Greek and Latin Word Part Picto-Charades

Connection to LHA Curriculum Program: Upper Academy Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT define commonly used Greek and Latin word parts.
Assessment Evidence
Performance task (arts-infused activity): Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture.

## See CPA ELA Lessons: Digital Analogy Collage

<b>Connection to LHA Curriculum Program:</b> Upper Academy Literacy
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT write analogies and identify the relationships between the things being connected within the analogy.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will create an analogy by pairing images which correctly represent a relationship of their choosing.

## See CPA Lessons: Flashback/Foreshadowing Comic Strip

<b>Connection to LHA Curriculum Program:</b> Literacy
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.)
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story.

## See CPA Lessons: Point of View Photos

<b>Connection to LHA Curriculum Program:</b> Literacy
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view.

## Upper Academy Science Lessons

### See CPA Science: Scientist Speeches

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the significance of a scientific concept.
Assessment Evidence
Performance task (arts-infused activity): Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study.

### See CPA Science: Digestive System Movement

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the process of digestion in humans.
Assessment Evidence
Performance task (arts-infused activity): Students will act out the digestive process.

### See CPA Science: Hydrologic Cycle

*This lesson can be adapted to fit other types of cycles.*

Connection to LHA Curriculum Program: Earth Science
Desired Outcomes
Understandings (objectives)*: SWBAT identify and explain the stages of the hydrologic cycle.
Assessment Evidence
Performance task (arts-infused activity): Students will create flip books to represent stages of the hydrologic cycle.

## Upper Academy Social Studies Lessons

### See CPA Social Studies: History Theatre

<b>Connection to LHA Curriculum Program:</b> CPA (or UA), primarily ELA or Social Studies
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT create dramatic representations of a text or concept they are learning about.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Dramatic interpretation of a historical event.

### See CPA Social Studies: Comprehension 4 Square

<b>Connection to LHA Curriculum Program:</b> Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well)
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT analyze a work of art to make connections to a historical event or period.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Viewing Comprehension 4-Square

### See CPA Social Studies Lessons: Music Connections

<b>Connection to LHA Curriculum Program:</b> CPA History
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> The music from a particular time period can reveal a great deal about what the world was like at that time.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Use period songs to learn about conditions or feelings during a given time period.

## College Prep Academy ELA

### Picture Book Narrative

<b>Connection to LHA Curriculum Program:</b> CPA (Any core subject area with a suitable picture book)
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT demonstrate comprehension by explaining a concept in greater detail.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Picture Book Narrative
<b>Learning Plan</b>
<b>Learning Activities:</b>  Find a young children’s picture book that relates to the topic in a unit of study. (Especially in the 1950s and 1960s, for example, it was common to have picture books about folk heroes like Daniel Boone or Lewis & Clark – these are ideal for history, but today there might be many connections possible to science, as well as obvious ELA parallels). Have students use their more in-depth knowledge to write words/captions (or if there are simple words, to augment them with greater detail and knowledge). The finished book should have text that is high school level to accompany the pictures.
<b>Materials:</b> Picture books relevant to the content or subject matter; materials for students to develop their own captions (possibly using post-it notes to “insert” captions).

\*Teachers should align objectives to their state standards.

## Character Trait Monologue

**Connection to LHA Curriculum Program:** Upper Academy literacy

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions.

SWBAT identify evidence of these traits in a dramatic performance.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters.

### Learning Plan

**Learning Activities:**

- Give students the definition of a monologue. Tell them that they will be creating a character from a list of character traits and using that list of traits to write a monologue where that character is telling a story about something that happened to them.
- Provide the students with a list of possible traits they could incorporate into their character. This link takes you to a rather extensive list of possible traits:  
<http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html>
- Allow the students time to look over the list and encourage them to look up at least five words that they are unfamiliar with.
- Distribute a character planning sheet to the students. The sheet should have room for the character's name, age, a brief description of their background and room for five traits that describe the character. If you want you can also provide a space where the students can draw the character's picture.
- Tell the students to pick five traits from the list to fill out the planner. Make sure they know not to pick two traits that are the exact opposites of one another, for example: polite and rude.
- Model picking your own five character traits and giving examples that display evidence of them. For instance, if your character is supposed to be thoughtful, talk about how you could tell a story about helping an elderly person carry their groceries home from the store. If the character is patient, talk about how the elderly person was unable to walk very fast, but your character didn't mind and used the extra time to get to know them better.
- Once they have completed the planning sheet, have students begin writing their monologue. The monologue should be at least a page in length, relate a series of events that happened to the character and provide evidence of all five character traits without providing evidence to the contrary.
- Conference with individual students as the class works on the monologues.
- When the monologues are completed, have the students perform them for the class. Ask the

students to pay particular attention to the tone of their voice and the body language they are using during their performance. They should make sure that both are consistent with their character's traits.

- At the start of each performance, have each student announce the traits that their character will display during the monologue. The audience members should take note of this on a sheet that you provide them with that also contains a space for them to record any evidence of these traits they witness during the performance. Have the students share out what they saw at the end of each performance.

**Materials:**

Computers

Paper/pencils

\*Teachers should align objectives to their state standards.

## Greek and Latin Word Part Picto-Charades

Connection to LHA Curriculum Program: Upper Academy Literacy

### Desired Outcomes

#### Understandings (objectives)\*:

SWBAT define commonly used Greek and Latin word parts.

### Assessment Evidence

#### Performance task (arts-infused activity):

Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture.

### Learning Plan

#### Learning Activities:

- Give the students a selection of Greek and Latin word parts along with their definitions. Allow them time to look it over.
- Tell them that today they will be playing a game like Charades or Pictionary where their job is to draw and/or act out a word while the other students guess what it is.
- Give each student an index card with a Greek or Latin word part and a couple examples of words constructed using that word part. Make sure the students know not to share what's on their card with anyone else.

-audi-  
(Latin, root)

audible, audience

- Tell the students that they will be given one minute to, silently and without writing words, draw and/or act out the meaning of both their example words while the other students try to guess the word part that the two examples have in common.
- Inform the students that before they begin their performance they can tell audience the word parts origin and what type of word part it is. For example; "Latin, root"
- Give the students a few minutes to think about the clues they want to give. As they are doing this, circulate the room to see if anyone needs clarification on the definition of either of their example words.
- Once everyone has had time to think about their clues begin letting the students come to the front of the room to draw and/or act them out. As they are doing this have the other students call out their guesses. Make sure that the performers know that once a minute is up or the

correct answer is given the performance stops.

- If the students are only seeing the word parts for the first time that day you may want to allow the audience to hold on to their list of definitions. However, if the students have worked with the word parts before you may want them to guess the answers from memory.

**Materials:**

- Index cards
- Chart paper or white board for drawing
- Markers
- List of word parts with their definitions and origin

\*Teachers should align objectives to their state standards.

## Digital Analogy Collage

**Connection to LHA Curriculum Program:** Upper Academy Literacy

### Desired Outcomes

**Understandings (objectives)\*:** SWBAT write analogies and identify the relationships between the things being connected within the analogy.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will create an analogy by pairing images which correctly represent a relationship of their choosing.

### Learning Plan

**Learning Activities:**

- Review analogies with the students. Tell them that analogies help us make connections between two things that may seem very different. Inform the students that in order to make an analogy we have to be able to establish the relationship between two things. Give the students an example where the relationship between the two things is obvious, like day is to night as up is to down. Ask the students to identify the relationship (the relationship is that the things are opposites).
- Give some more examples that establish the following relationships commonly found in analogies:
  - Similar
  - Part/whole
  - Members of a group
  - Group name/group member
  - Change (one thing that changes into another)
  - Function
  - Quantity

Have the students establish the relationship for each example and list them on the board.

- Tell the students they will be picking one of the common relationships listed on the board and building an analogy that demonstrates that relationship using pictures. The students will be using an internet search engine such as Google and a program that allows the students to paste images into a layout like Microsoft publisher.
- To model the activity for the students, first pick a relationship. For example, function.
- Next pick two things that have similar functions. Two things that are used for hitting are a hammer and a bat. Show the children how to search for images of these things using Google image search (make sure that it's set to "safe search" under preferences to keep inappropriate images from popping up). When you find each image copy and paste them into a publisher document one on top of another. Show them how to resize the images so that they can fit everything on one page.
- Now find images of a nail and a ball because these are the things that you would hit with a hammer and a bat. Have the students copy and paste these images to the left of their partner images in the publisher document.

- Next show the students how to insert text boxes into the document so that they can add “is to” in between the pictures in each pair and “as” in between the two pairs.
- Encourage students to find images for as many pairs as they can think of that demonstrate the same relationship.
- Allow the students time to complete this activity while you circulate the room monitoring their image searches and answering questions.
- Once the analogies are complete, either print or display the images. Ask the students to identify the relationship present in each analogy.

**Materials:**

- Computers with internet access.
- Microsoft Publisher or a program with similar capabilities.
- Printer (optional)

\*Teachers should align objectives to their state standards.

## Flashback/Foreshadowing Comic Strip

**Connection to LHA Curriculum Program:** Literacy

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.)

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story.

### Learning Plan

**Learning Activities:**

- Review the concepts of flashback and foreshadowing. Allow the students to give examples of flashback or foreshadowing they may remember from books they have read or movies they have seen.
- Tell the students that they will be creating a one-page, nine panel comic that utilizes either a flashback sequence or foreshadowing to tell the story.
- Inform the students that if they are creating flashback comics it's as if they are beginning with the end of the story and then going back to tell how they got to that point. For example, if the students wanted to tell the story of a racecar driver winning an important race, they might start with a scene of the racecar driver being carried on the shoulders of the other members of his racing team, holding a large trophy while confetti falls all around him and the crowd cheers in the stands. The panel could feature a text box displaying the driver's internal monologue, saying something like, "As the crowd roared I couldn't help but smile to myself and think, just a short time ago I didn't even think I was going to finish the race - let alone lead my team to victory!" The second panel could show the driver blowing a tire and spinning out on the track. Explain to the students that they would use the other seven panels on the page to tell how the driver went from blowing a tire to squeaking out a first place victory.
- For those students creating foreshadowing comics, explain to them that foreshadowing can take a number of different forms. Foreshadowing can happen in dialogue. For example, if two characters were taking a trip somewhere and at a fork in the road one character says to the other, "Do you think we should check the map?" and the other character replies "Map? Who needs a map when you have my keen sense of direction?" This would foreshadow that the characters are probably going to go the wrong way. The narrator of a story can also create foreshadowing in their description of characters' surroundings. For example, if the narrator mentions that a character walks past a bush containing a pair of glowing red eyes this would foreshadow the character running into whatever creature those eyes belonged to later

in the story. In a movie or a comic book this type of foreshadowing is usually not done by a narrator but rather by giving the viewer or reader visual clues like showing the glowing red eyes. Have the students decide, before they begin their comics, what type of foreshadowing they will use.

- Have the students create rough drafts of their comics where they plan out what will take place in each panel.
- Once students have produced a satisfactory rough draft allow them to take drawing paper and begin their final product.
- To connect this activity to a specific text, have students use a graphic organizer to identify the elements of flashback or foreshadowing in the text.

**Materials:**

- Drawing paper
- Rulers
- Drawing materials
- Erasers

\*Teachers should align objectives to their state standards.

## Point of View Photos

**Connection to LHA Curriculum Program: Literacy**

### Desired Outcomes

**Understandings (objectives)\*:**

SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view.

### Assessment Evidence

**Performance task (arts-infused activity):**

Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view.

### Learning Plan

**Learning Activities:**

- Review point of view with the students. Tell them that a story's point of view is determined by who the narrator of the story is. If a story is being told from a first person point of view, the narrator is a character in the story. It's like we are seeing the world through that character's eyes. If the story is being told from a third person point of view the narrator is someone outside of the story. This means that the narrator can tell us about what any or all of the characters are thinking and feeling. (Upper Academy students may distinguish omniscient and limited third person points of view.)
- Tell the students that in this activity they will be using photography to represent point of view visually.
- Break the class into pairs and give each one a scenario. For example: *Two children are fighting over a piece of recess equipment.*
- Allow the pairs to spread out around the room and explain to them that they should read their scenario and show the scene by posing in a tableaux, or frozen picture. Tell them to use the position of their bodies and facial expressions to convey what is going on and the emotions the characters are feeling.
- Set up a station in the room where you can photograph each pair in their tableaux when they are ready.
- When each group comes to the photo station take a picture of the pair in their tableaux. Then remove one of the characters from the scene and take a picture of the remaining character from what would be the removed character's point of view.
- Print both photos side by side on a single sheet of paper and give a copy to both students in the pair.
- Above the photo showing one character, have the students write "First Person Point of View"
- Above the photo showing both characters, have the students write "Third Person Point of View"
- Explain to the students that they will be writing a caption for each picture using words appropriate for the point of view shown.
- Review pronouns associated with the first person point of view (I, we, etc.)
- Review pronouns associated with the third person point of view (he, she, etc.)

- Make sure the students understand that in the picture labeled third person point of view, they can tell us what both characters are feeling. However, in the picture labeled first person point of view, they can only tell us what the character whose eyes we are seeing through is thinking and feeling.
- Give the students time to write their captions under each picture.
- When the students are finished display the photos and allow the students to constructively critique each other's work. Discuss how changing point of view affects the story that's being told.
- To have students transfer their understanding of point of view back to their work in literacy, ask students to identify the point of view the story they are currently reading is told in and to explain how that affects the reader's perception of the events and characters.

Materials:

- Digital camera
- Computer
- Printer (if it is not possible to immediately print the photographs, this lesson may be adjusted to using preprinted photographs supplied by the teacher)

\*Teachers should align objectives to their state standards.

# College Prep Academy Social Studies

## Song Parody

<b>Connection to LHA Curriculum Program:</b> CPA (all Core Subject areas)
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT write a parody to demonstrate understanding of a concept.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Song Parody
<b>Learning Plan</b>
<b>Learning Activities:</b>  This activity could apply to all grade levels, since having students change the lyrics to a song they know to incorporate learning or themes from the unit is a pretty straightforward technique. This is a commonly used activity, but too often it occurs without structure (pick any song and write lyrics about a topic from class). Have students spend time brainstorming the content that belongs in the song before writing it. Create a rubric for students to use to understand the expectations for the completed song.
<b>Materials:</b> Blank song sheets and/or karaoke versions of selected tunes, if desired.

\*Teachers should align objectives to their state standards.

## Music Connections

<b>Connection to LHA Curriculum Program:</b> CPA History
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> The music from a particular time period can reveal a great deal about what the world was like at that time.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Use period songs to learn about conditions or feelings during a given time period.
<b>Learning Plan</b>
<b>Learning Activities:</b>  Play music from a time period students have been learning about. Provide students with the lyrics to the music and have them analyze the lyrics in small groups. Create a graphic organizer for students to fill in the big ideas of the song/time period and the lyrics that reveal these ideas. This lesson can also be conducted using visual arts instead of music.  Extension: Have students consider how contemporary music or art reveals information about present-day life.
<b>Materials:</b> Art or music that will be used as the basis for content instruction

\*Teachers should align objectives to their state standards.

## College Prep Academy Math

### Art and the Golden Ratio

**Connection to LHA Curriculum Program: CPA Math**

#### Desired Outcomes

**Understandings (objectives)\*:** explain the properties of the Golden Ratio and identify examples of it in nature.

#### Assessment Evidence

**Performance task (arts-infused activity):** SWBAT identify works of art that incorporate the Golden Ratio and create their own work of art that uses the Golden Ratio.

#### Learning Plan

This lesson was adapted from a lesson listed at  
<http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

#### Learning Activities:

- Show the PowerPoint presentation (see reference to website in materials section) to review the Golden Ratio and discuss its presence in nature and art.
- Tell students they will choose a Golden Ratio pattern in nature (see examples in PowerPoint) and create a work of art that includes the pattern.
- Students may use the layouts provided in the handout at the website listed below.
- Model tracing one of the styles of the Golden Ratio onto a sheet of large paper and then determine how to use it as a focal point in your work of art.
- Have students trace a Golden Ratio pattern and design their own pieces of art around it.
- Once they have finished their drawings, have students write an explanation of what the Golden Ratio is and how they used the Golden Ratio in their drawing.

**Materials:**

A large sheet of cardstock (or other large paper) for each student.

Markers/paints/crayons or any drawing instruments

PowerPoint presentation at <http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

Make transparencies with the 4 different styles of the Golden Mean (see handout on website above) by either tracing them on transparencies, or by using a copy machine.

Other web resources:

- [Golden Number.net](http://www.goldennumber.net/) <http://www.goldennumber.net/>
- [The Golden Ratio: http://cuip.net/~dlnarain/golden/](http://cuip.net/~dlnarain/golden/)
- [Phi and the Golden Section in Art](#)- Resources by the "Phi Guy."
- [Golden Mean Art](#)- All the art on this blog was created using the golden mean.
- [Fibonacci Numbers and The Golden Section in Art](#)
- [Golden Mean Explained](#)- Wet Canvas' page with explanation and painting samples.
- [Golden Ratio in Art and Architecture](#)- The Golden Mean, Phi, the Divine Section, The Golden Cut, The Golden Proportion, The Divine Proportion, and tau(t) are covered.
- [Timeless by Design](#) site by Valrie Jensen - set of design templates (of which the golden section is one).
- [The Golden Age and the Golden Mean](#)- A page of excerpts from the book, [String, Straight-Edge, and Shadow](#)

\*Teachers should align objectives to their state standards.

## Tessellations

**Connection to LHA Curriculum Program: CPA Math**

### Desired Outcomes

**Understandings (objectives)\*:** analyze examples of tessellations to identify mathematical properties.

### Assessment Evidence

**Performance task (arts-infused activity):** SWBAT create and analyze the properties of tessellations.

### Learning Plan

This lesson was adapted to a lesson listed at  
<http://www.shodor.org/interactivate/lessons/Tessellations/>

#### **Learning Activities:**

- Review the definition of a tessellation and show students some examples.
- Explore tessellations on the pages of the website listed above.
- Challenge students to analyze different properties of tessellations: geometric patterns, symmetry, etc.
- Have students use the data table worksheet found on the website listed above to determine which regular polygons can and cannot tessellate. Have students explain their answers for each polygon.

#### **Materials:**

Computer access

Activities and Worksheets from <http://www.shodor.org/interactivate/activities/Tessellate/>

\*Teachers should align objectives to their state standards.

# College Prep Academy Science

## Scientist Speeches

<b>Connection to LHA Curriculum Program: Science</b>
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> Students will be able to explain the significance of a scientific concept.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study.
<b>Learning Plan</b>
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Assign/have students choose a scientific concept they have been studying (consider posting a bank of choices for students to select from).</li><li>• Explain that students will be writing speeches from the perspective of the scientists who introduced these concepts and that it is their job to convince the audience of the significance of the breakthrough.</li><li>• Review the elements of persuasive writing.</li><li>• Review the elements of a good speech (consider collaborating with the ELA teacher and/or referring to the websites below).</li><li>• Allow students time in class or at home to research the scientist they will be acting as.</li><li>• Provide students with a rubric of expectations for their speeches.</li><li>• Have students work on their speeches in class, and give them time to rehearse with a partner.</li><li>• Set aside time for students to deliver their speeches in class. Have audience members use the rubric to assess their classmates' speeches.</li><li>• Consider having students deliver their speeches at a Town Hall Meeting or to a class of younger students.</li></ul>
<b>Materials:</b> <p>Samples of well-known and powerful speeches: <a href="http://www.americanrhetoric.com/top100speechesall.html">http://www.americanrhetoric.com/top100speechesall.html</a></p> <p>Speech-writing tips: <a href="http://www.speechtips.com/">http://www.speechtips.com/</a> <a href="http://teacher.scholastic.com/writewit/speech/index.htm">http://teacher.scholastic.com/writewit/speech/index.htm</a></p>

\*Teachers should align objectives to their state standards.

## Digestive System Movement

**Connection to LHA Curriculum Program:** Science

### Desired Outcomes

**Understandings (objectives)\*:** Students will be able to explain the process of digestion in humans.

### Assessment Evidence

**Performance task (arts-infused activity):** Students will act out the digestive process.

### Learning Plan

\*This activity was adapted from a lesson posted at:  
[http://www.accessexcellence.com/AE//AEC/AEF/1995/cave\\_digest.php](http://www.accessexcellence.com/AE//AEC/AEF/1995/cave_digest.php)

#### Set-up:

- Use tape to make two parallel lines (to represent the esophagus) on the floor, about 3 feet wide and the length of the classroom
- Create a food particle: place snacks in small Zip-loc bags (enough so the whole class can have one at the end of the lesson). Fill a large garbage bag with the snacks as well as newspaper and any other filler until the bag is full.
- Put the food particle at one end of the esophagus and a trash bin at the other.

#### Learning Activities:

##### PERISTALTIC MOVEMENT:

- Have students line up on both tape lines, face each other, and pass the bag to squeeze the food (filled large plastic bag) the length of the esophagus.

##### DIGESTION. Label and/or (instruct) the players:

- Molars (tear food apart-break plastic bag).
- Saliva (use spray bottle to squirt on food).
- Pancreatic juices (spray on food).
- Small intestines (absorb food, find plastic bags of candy and pass to blood).
- Blood (transports food, distribute the food to every cell/participant).
- Large intestine (reabsorbs moisture, sponge up water on the floor).
- Rectum (puts the waste papers in the trash can).

#### Suggestions:

Every student should have a part. Several students can play the same part or other parts can be

created. As the food comes to them, have the students tell what they are about to do, or narrate the action ("I am a grinding tooth and I crush food like I break this bag.") Limit the degree of destruction at each organ. Have the "nutrients" (M&M's) passed to the "blood" given to teacher when found and then returned to the "blood" for distribution to all participants after clean up.

**Extension/Reinforcement:**

It can be abbreviated and repeated with new "food "particles" until each has played every role. More details can be added for advanced students. Discussion can follow with the further explanations of diarrhea, constipation, gas, ulcers, appendicitis, bulimia, polyps, other conditions or foods.

**Materials:**

- Garbage bag
- Newspapers
- Ziploc bags
- Snacks
- Masking tape
- Markers and paper to label students (optional)
- Sponges
- Labeled spray bottles of water
- Trash can

\*Teachers should align objectives to their state standards.

# Hydrologic Cycle

*This lesson can be adapted to fit other types of cycles.*

<b>Connection to LHA Curriculum Program:</b> Earth Science
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT identify and explain the stages of the hydrologic cycle.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Students will create flip books to represent stages of the hydrologic cycle.
<b>Learning Plan</b>
<b>Learning Activities:</b>
<b>Prerequisites :</b>  Students should have already learned about the hydrologic cycle and its stages. This activity can be used to assess their understanding of the cycle.
<b>Procedure for Teaching:</b> <ul style="list-style-type: none"><li>• Inform students that their understanding of the stages of the hydrologic cycle will be assessed based on flip books they will create on the computer (if this activity is not going to be used as an assessment, lead a brief discussion about the hydrologic cycle at the start of the lesson.</li><li>• Introduce the computer program they will use to create the flip books (see Materials for suggestions).</li><li>• Model and guide students in how to create a simple flip book using the program.</li><li>• Have students work on their hydrologic cycle flip books. Students should use both text and illustration in their books.</li><li>• When students finish their books, have them print and assemble them.</li><li>• Consider having students use a rubric assess each others' books. Students' scoring and feedback comments can provide an additional form of assessment.</li></ul>
<b>Assessment:</b> <ul style="list-style-type: none"><li>• Did the student include all stages of the hydrologic cycle in their flip book?</li><li>• Did the student accurately represent the stages in both drawings and text?</li><li>• Does the flip book effectively show an animated representation of the cycle (when printed and flipped)?</li></ul>

**Materials:**

- A computer for each student.
- A program for creating flip books. ReadWriteThink has a good one.  
<http://www.readwritethink.org/files/resources/interactives/flipbook/>

*If there are not enough computers for each student to create a flip book, students may create books by hand.*

\*Teachers should align objectives to their state standards.

## College Prep Academy Social Studies

### History Theatre

<b>Connection to LHA Curriculum Program:</b> CPA (or UA), primarily ELA or Social Studies
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT create dramatic representations of a text or concept they are learning about.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Dramatic interpretation of a historical event.
<b>Learning Plan</b>
<b>Learning Activities:</b>  Have students act out a scene from a novel, an important event from history, or demonstrate a scientific principle kinesthetically. This is similar to Tableaux, but instead of a single pose, it might require a brief dialogue or acting out a scene. Students can either act out scenes literally or interpretatively.
<b>Materials:</b> Anchor text and any props desired during skits

\*Teachers should align objectives to their state standards.

## Comprehension 4 Square

<b>Connection to LHA Curriculum Program:</b> Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well)
<b>Desired Outcomes</b>
<b>Understandings (objectives)*:</b> SWBAT analyze a work of art to make connections to a historical event or period.
<b>Assessment Evidence</b>
<b>Performance task (arts-infused activity):</b> Viewing Comprehension 4-Square
<b>Learning Plan</b>
<b>Learning Activities</b>  <p>The instructor should select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Ask students to draw a T-shape on a blank piece of paper. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).</p>
<b>Materials:</b> Image on projector, divided into four quadrants that can be viewed together or separately; students will need to write in notebooks

\*Teachers should align objectives to their state standards.

# CURRICULUM MAPS

# 4th Grade ELA Curriculum Map

## Module 1

### Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements  
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

**Reading Objectives Include**

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

<p><b>Key Ideas and Details Enduring Understanding</b>                  Readers use strategies to construct meaning.                  Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.                  Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p>	<p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p>			
<b>Vocabulary</b>	<b>Strand</b>	<b>CCSS/AR SLEs</b>	<b>Resources/Strategies</b>	<b>Assessment</b>
directions inferences	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. AR.4.R.9.9 (R.9.4.9) AR.4.R.9.7 (R.9.4.7) AR.2.R.9.7 (R.9.2.7) Using inferences to make meaning: Read to confirm or change predictions. AR.K.R.9.7 (R.9.K.7) Using inferences to make meaning: Predict what will happen next in a text. AR.K.R.9.8 (R.9.K.8) Using inferences to make meaning: Predict repetitive text.	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences "Two Tickets to Freedom" Lesson 2; TLI Quiz Builders; A-Z Reading	Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down
<p><b>Key Ideas and Details Enduring Understanding</b>                  Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.</p>	<p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p>			
<b>Vocabulary</b>	<b>Strand</b>	<b>CCSS/AR SLEs</b>	<b>Resources/Strategies</b>	<b>Assessment</b>
theme story elements	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text. AR.4.R.9.12 (R.9.4.12)	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences "Mrs. Frisby and the Crow" Lesson 3; TLI Quiz Builders; A-Z Reading	Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down
<p><b>Key Ideas and Details Enduring Understanding</b>                  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p>			
<b>Vocabulary</b>	<b>Strand</b>	<b>CCSS/AR SLEs</b>	<b>Resources/Strategies</b>	<b>Assessment</b>
story elements setting	RI.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). AR.4.R.9.2 (R.9.4.2) AR.4.R.10.12 (R.10.4.12)	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences	Exit Slip, TLI quizzes Check for understanding

# 4th Grade ELA Curriculum Map

## Module 1

### Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

**Reading Objectives Include**

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

**Key Ideas and Details Enduring Understanding**  
Readers use strategies to construct meaning.  
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.  
Strategic readers can develop, select, and apply strategies to enhance their comprehension.

**Essential Questions:** Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.

Vocabulary	Strand	CCSS/AR SLEs	Resources/Strategies	Assessment
event character		AR.5.R.9.20 (R.9.5.20) Evaluating: Evaluate a character's decision/action. AR.5.R.9.8 (R.9.5.8) Using inferences and interpretations: Analyze literary elements of character, plot, and setting.	"Mrs. Frisby and the Crow" Lesson 3; TLI Quiz Builders; A-Z Reading	Popcorn Calling Thumbs Up Thumb down

**Craft and Structure Enduring Understanding** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Essential Questions:** What do you do when you come to words or phrases you do not know? (use context)

Vocabulary	Strand	CCSS/AR SLEs	Resources/Strategies	Assessment
root words mythology	RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). AR.4.R.11.1 (R.11.4.1) AR.4.R.9.11 (R.9.4.11)	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move"The Golden Spike" Lesson 1; TLI Quiz Builders; A-Z Reading	Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down

**Craft and Structure Enduring Understanding** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Essential Questions:** What do you do when you come to words or phrases you do not know? (use context)

Vocabulary	Strand	CCSS/AR SLEs	Resources/Strategies	Assessment
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# 4th Grade ELA Curriculum Map

## Module 1

### Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements  
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

**Reading Objectives Include**

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

**Key Ideas and Details Enduring Understanding**  
 Readers use strategies to construct meaning.  
 Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.  
 Strategic readers can develop, select, and apply strategies to enhance their comprehension.

**Essential Questions:** Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.

Vocabulary	Strand	CCSS/AR SLEs	Resources/Strategies	Assessment
poems, drama, prose rhythm, meter, character cast, setting, dialogue	RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. AR.4.R.10.15 (R.10.4.15) AR.4.R.10.16 (R.10.4.16)  AR.5.R.10.11 (R.10.5.11) Reading a variety of poetry for enjoyment, critical analysis, and evaluation: Read a variety of poetry, with emphasis on rhymed and patterned. AR.5.R.10.12 (R.10.5.12) Reading a variety of poetry for enjoyment, critical analysis, and evaluation: Describe the characteristics of rhymed and patterned poetry.	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading	Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down

**Craft and Structure Enduring Understanding**  
 Assess how point of view or purpose shapes the content and style of a text.

**Essential Questions: What do you do when you come to words or phrases you do not know? (use context)**

Vocabulary	Strand	CCSS/AR SLEs	Resources/Strategies	Assessment
compare contrast point of view first-person third-person	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading	Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down

# 4th Grade ELA Curriculum Map

## Module 1

### Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements  
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

**Reading Objectives Include**

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished anuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).Exploringreadingfluency.Aparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

<p><b>Key Ideas and Details</b> Enduring Understanding                  Readers use strategies to construct meaning.                  Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.                  Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p>	<p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.</p>			
<p><b>Vocabulary</b></p>	<p><b>Strand</b></p>	<p><b>CCSS/AR SLEs</b></p>	<p><b>Resources/Strategies</b></p>	<p><b>Assessment</b></p>
<p><b>Integration of Knowledge and Ideas</b> Enduring Understanding Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p>	<p>Essential Questions: What is the same about how the story is presented visually (illustrations) and in writing? What is different? What happened to the characters that is the same? What happened that is different? How did characters solve problems in different ways across texts? How are the plots the same or different across texts?</p>			
<p><b>Vocabulary</b></p>	<p><b>Strand</b></p>	<p><b>CCSS/AR SLEs</b></p>	<p><b>Resources/Strategies</b></p>	<p><b>Assessment</b></p>
<p>ideas connection</p>	<p>RL.4.7</p>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. AR.4.R.9.2 (R.9.4.2) AR.4.R.9.3 (R.9.4.3) AR.4.R.9.4 (R.9.4.4)</p>	<p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading</p>	<p>Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down</p>
<p><b>Integration of Knowledge and Ideas</b> Enduring Understanding Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Essential Questions: What is the same about how the story is presented visually (illustrations) and in writing? What is different? What happened to the characters that is the same? What happened that is different? How did characters solve problems in different ways across texts? How are the plots the same or different across texts?</p>			

# SAMPLE ACTION PLANS

<b>Math ACTION PLAN      Grade 3-8</b>														
<b>Name</b>	<b>Grade</b>	<b>Sped/ Farm/ELL</b>	<b>Sat Ac.</b>	<b>After school</b>	<b>Pull out hrs</b>	<b>Push in hrs</b>	<b>Total per week:</b>	<b>Adjusted hrs</b>	<b>SY 2012-13 State Assessments Level</b>	<b>Tier</b>	<b>NWEA Math Goal</b>	<b>NWEA Fall RIT</b>	<b>NWEA Spring RIT</b>	<b>Formative Assessment 1</b>
	3		0	1.5	1	1	3.5		Below Basic	4				
	3	SP	0	1.5	1	1	3.5		Below Basic	4				
	3	SP	0	1.5	1	1	3.5		Below Basic	4				
	3		0	1.5	1	1	3.5		Below Basic	4				
	3		0	1.5	1	1	3.5		Below Basic	4				
	3		0	1.5	1	1	3.5		Below Basic	4				
	3	ELL	0	1.5	1	1	3.5		Below Basic	4				
	3	ELL	0	1.5	1	1	3.5		Below Basic	4				
	3		0	1.5	1	1	3.5		Below Basic	4				
	3		0	1.5	1	1	3.5		Below Basic	4				
	3	ELL	0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	3		0	0	1	1.5	2.5		Basic	3				
	4		0	1.5	1	1	3.5		Below Basic	4				
	4		0	1.5	1	0.5	3		Basic	3				
	4		0	1.5	1	0.5	3		Basic	3				
	4	ELL	0	1.5	1	0.5	3		Basic	3				



# YEARLONG PROFESSIONAL DEVELOPMENT PLAN

Date	Focus	Hours	Arkansas PD Standard	Audience
7.19	Leadership Intro New Teacher Orientation Team Building LHA Culture	8	5.02.04 Advocacy/Leadership, 5.02.05 Systematic change process	School Wide
7.22	Data Analysis/SW Interventions/Grading Policy	8	5.02.01 Content (k-12), 5.02.02 Instructional Strategies, 5.02.03 Assessments, 5.02.04 Systematic change process, 5.02.06 Standards, frameworks, and curriculum alignment, 5.02.07 Supervision, 5.02.08 5.02.13 Building a collaborative learning community	Joint Schools
7.23	Assessment Systems (TLI, NWEA)	8	5.02.03 Assessments, 5.02.05 systemic change process,	Joint
7.24	Arts Infusion/Instructional Strategies, Small group, cooperative learning, displaying student work, rubrics, D,I,, Marzano's	8	5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies	
7.25	IXL, Read Naturally, etc/Blended Learning-Khan Academy, Learn Zillion, Teaching Scholars with Disabilities (504, IEPs)	8	5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies	All
7.26	Creating a High Performing Learning Culture: Responsive Classroom, DDMS Review	8	5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.12 Parental Involvement, 5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	School Wide/ by academies
7.29	Understanding by Design	8	5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies	All staff/Joint
7.30	Danielson Teacher Evaluation Training	8	5.02.08 Mentoring/Coaching, 5.02.05 Systemic change process,	Joint (all staff)
7.31	Saxon, Imagine It, Foss, Pearson	8	5.02.06 Standards, frameworks, and curriculum alignment 5.02.01 Content Assessment	Joint/ Content
8.1	Lesson Planning/Curriculum Guides/Pacing Guides	8	5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies, 5.02.01	Joint

			Content (k-12)	
8.2	Lesson Planning/Curriculum Guides/Pacing Guides	8	5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies, 5.02.01 Content (k-12)	Joint (all staff)
8.5	Content: Springboard Curriculum Training	8	5.02.01 Content (k-12), 5.02.02 Instructional Strategies	Pre Algebra/Algebra /ELA 8,9,10
8.5	Home Visits, LHA School Culture, Policies and Procedures (parental Involvement)	8	Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	Grades k-10
8.6	Content: Springboard Curriculum Training	8	5.02.01 Content (k-12), 5.02.02 Instructional Strategies	Pre Algebra/Algebra /ELA 8,9,10
8.6	Home Visits, LHA School Culture, Policies and Procedures (parental Involvement)	8	Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	Grades k-10
8.7	Content: Springboard Curriculum Training	8	5.02.01 Content (k-12), 5.02.02 Instructional Strategies	Pre Algebra/Algebra /ELA 8,9,10
8.7	Home Visits, LHA School Culture, Policies and Procedures (parental Involvement)	8	Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	Grades k-10
8.8	LHA Culture Guide Creating a High Performing Learning Culture Teach Like A Champion,	8	Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	School wide
8.12	Field trips, fundraisers, calendar, duties, requesting leave, substitute folders, lesson plans submission, etc.	8	5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	School wide
8.14	Child Maltreatment (Nurse) Teen Suicide,	1.0	5.02.14 Student Wellness	School wide

Week of 9.2	LHA Writing, Resources, <b>Arkansas History</b> , and Blooms Taxonomy Tip sheet	.50	5.02.02 Instructional Strategies, 5.02.03 Assessment, 5.02.06 Standards, frameworks, and curriculum alignments	GLM
9.4	Culture, IPDP, NWEA walkthrough, NWEA goal setting Instructional Resources and Khan Academy	6	5.02.09 Educational technology, 5.02.08 Mentoring/Coaching, 5.02.03 Assessments, 5.02.05 Systematic change process	School wide
9.11	Content (Create AIPs/Title I Compact)	1	5.02.01 Content (k-12)	Academy Meetings
Week of 9.16	NWEA Data collection	.50	5.02.03 Assessments, 5.02.05 Systematic change process,	GLMS
9.25	<b>Arkansas History</b> , Class Centers, Differentiate Homework,	.50	5.02.02 Instructional Strategies, 5.02.01 Content (k-12)	GLMS
10.2	Staff Meeting, BIG GOAL; Difficult Conversation (Parent Teacher Conference-signatures)	.50	5.02.03 Assessments, 5.02.05 Systematic change process	School Wide
Week of 10.7	TLI/NWEA Data application	.50	5.02.03 Assessments, 5.02.05 Systematic change process	GLMS
10.9	Content	1	5.02.01 Content (k-12)	Academy Meetings
Week of 10.14	Grade Level Meeting norms/BIG Goals <b>Arkansas History</b>	.50	5.02.13 Building a collaborative learning 5.02.06 Standards, frameworks, curriculum alignment	GLMS
Week of 10.21	Grading Policy Review	.50	5.02.03 Assessments, 5.02.05 Systematic Change Process	GLMS
11.6	Staff Meeting; Instructional Strategies	1	5.02.02 Instructional Strategies	School Wide
11.13	Modifications and Accommodations, PTC, Saturday Academy, ELO , Town Hall Meeting, post observation	1	5.02.02 LHA Policies and Procedures, 5.02.12 Parent Involvement	School Wide
Week of 11.4	Formative Assessment/Rigor and Analyzing CCSS standards/CCSS Resources	6	5.02.01 Content (k-12) 5.02.06 Standards, frameworks, and curriculum alignment;	ELA/Math Teachers
11.7	NWEA Stepping Stones and Scholar Engagement/TLI	6	5.02.03 Assessments 5.02.06 Standards, frameworks, and curriculum alignment;	New Teachers of the Region
Week of 11.11	Power cycle, teacher obs./Review Data	.50	5.02.05 Systematic change process	GLMS
Week of 11.18	Cooperative learning Arkansas History	.50	5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.02 Instructional Strategies	GLMS
11.20	Staff Meeting; Content (Writing)	1	5.02.01 Content (k-12)	Academy Meetings
Week of 11.25	Cooperative grouping structures	.50	5.02.02 Instructional Strategies	GLMS
12.4.13	Technology - LHA Writing Assessments; Writing Rubrics	1.0	5.02.03 Assessments, 5.02.02 Instructional Strategies	School Wide

LHA Southern Region Year Long PD Calendar 13.14 SY

12.11	Content	1	5.02.01 Content (k-12)	Academy Meetings
Week of 12.9.13	Grade Writing Samples/Review Rubrics	1.0	5.02.03 Assessments,5.02.02 Instructional Strategies	GLMS
1.8	ACSIP review/update PD (TBD based on data)	6	Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	School Wide
Week of 1.6	Staff Meeting: Differentiation Instruction	1	5.02.02 Instructional Strategies	GLMS
1.15	Content	1.0	5.02.01 Content (k-12)	Academy Meetings
Week of 1.20	Analyze NWEA Data	1.0	5.02.03 Assessments,5.02.02 Instructional Strategies	GLM
Week of 1.27	Student Conferencing	0.5	5.02.05 Systematic change process, 5.02.13 Building collaborative learning 5.02.02 Instructional Strategies	GLM
2.5	Child Maltreatment (Nurse) Teen Suicide, Smart Core	1.0	5.02.14 Student Wellness	School wide
2.12	Anti-Bullying	1	5.02.14 Student Wellness	School wide
Week of 2.17	NWEA Spring Goal Setting	0.5	5.02.03 Assessments	GLMs
Week of 2.24	Arts-infusion in the classrooms	0.5	5.02.02 Instructional Strategies	School wide Faculty Mtg.
3.5	Staff Meeting- Testing Meeting	1.0	5.02.03 Assessments	School Wide
Week of 3.3	TLI Data Updates – SLE Remediation Plans	1.0	5.02.03 Assessments, 5.02.02 Instructional Strategies, 5.02.06 Standards, frameworks, curriculum align	School wide GLMs
3.12	Spring Break Packets, Ongoing assessments	0.5	5.02.06 Standards, frameworks, curriculum align., 5.02.01 Content (k-12)	Academy meetings
3.19	State Assessment/ AR History (ongoing)	1.0 2.0	5.02.01 Content (k-12), 5.02.03 Assessments	School wide
4.2	Staff Meeting: ACTAAP Meeting (Incentives)	1.0	5.02.03 Assessments, 5.02.05 Systematic change process,	School Wide
Week of 4.7	Pacing Guide Testing Celebration Writing Observation	0.5	5.02.03 Assessments, 5.02.05 Systematic change process	GLM
Week 4.7-4.11	Student Testing			
Week of 4.14	Progress report update, student conferencing	0.5	5.02.12 Parent involvement, 5.02.01 Content (k-12),	School wide
4.16	Testing incentives and Data NWEA Newsletters SWAG LHA writing	1	LHA Policies and Procedures 5.02.02 Standards, Frameworks, Curriculum Alignment 5.02.06	School wide
Week of 5.5	Writing across the curriculum; Rubrics	1.0	5.02.03 Assessments,5.02.02 Instructional Strategies	School Wide GLM

5.7	Content	1	5.02.01 Content (k-12)	Academy Meetings
5.14	JLCS Summer Academy Planning	.05	5.02.12 Parent involvement, 5.02.03 Assessments	Upper Academy/Lower Academy
Week of 5.12	Teacher reflections IPDP, Data overview	1	5.02.05 Systemic change process, 5.02.08 Mentoring/coaching	School wide(individual mtgs with staff)
Week of 5.19	Writing Observation PD transcripts, end of the year projects, and end of the year awards.	.5	5.02.03 Assessments 5.02.05 Systematic change process	GLM
5.28	IPDP, Self-Evaluation, & PD Transcripts End of Year Events and Calendar	1	LHA Policies and Procedures 5.02.02 Standards, Frameworks, Curriculum Alignment 5.02.06	School Wide
Week of 6.2	Transfer of student data; year-long individual analysis	0.5	5.02.05 Systemic change process, 5.02.03 Assessments	GLMs
6.4	Review 2013 Benchmark scores and School Improvement Plan	1	5.02.05 Systemic change process, 5.02.03 Assessments	School Wide
6.11	ACSIP Review/Update	1	Systematic change process, 5.02.12 Parental Involvement, 5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies	School Wide

# JOB DESCRIPTIONS

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

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**Title: Director of Student Services**

**Reports To: Principal**

## VISION FOR POSITION

The Director of Student Services (DSS) is an exemplary program coordinator and effective manager responsible for ensuring all scholars realize their full potential. The DSS develops and monitors a comprehensive program of high-quality academic and socio-emotional services that meet each scholar's identified and targeted needs. The DSS establishes effective communication and accountability structures across school teams, manages the Title I, Special Education, and ELL Teams, monitors the Response to Intervention program, coordinates with outside service providers, and leads professional development. The DSS works collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The DSS is a next generation educator who is a critical thinker and innovative problem solver with a high level of emotional intelligence.

## ESSENTIAL FUNCTIONS

The Director of Student Services is an instructional and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The Director of Student Services is responsible for demonstrating significant and measurable gains with all teachers and students. The Director of Student Services' actions must always be aligned with our mission, vision, and core values. The essential functions for a Director of Student Services are as follows:

### **INSTRUCTIONAL LEADERSHIP**

#### **Culture of Achievement and Respect**

- Create and supervise the school's Response to Intervention program for students needing additional academic and/or social support; coordinate referral system with local, state and federal requirements.
- Manage, coach, and develop the school's Title I, Special Education, and ELL teams to implement a comprehensive program that ensures exceptional student achievement and monitor its effectiveness.
- Ensure that the school is in compliance with the requirements of *IDEA*, the *No Child Left Behind Act of 2001* and the *Rehabilitation Act of 1973*; complete all required reports with accuracy by identified submission dates; ensure confidentiality of student files.
- Develop and oversee the case management system for all students on IEPs and 504 Plans, including overseeing manifestation hearings. Coordinate the assessment program for students with identified accommodations as outlined in the IEP or 504 Plan.
- Manage and maintain the reporting system for all special education and related services programs.
- Manage the procurement of 3<sup>rd</sup> party services needed to support special education services; monitor and evaluate the effectiveness of these services.
- Collaborate with Director of Teacher Leadership to ensure that standards and skill sets addressed in lesson plans are being anchored into daily remediation.

#### **Professional Development**

- Serve on School Leadership Team; collaborate with team to determine services, programs, and intervention needs.
- Plan and lead staff learning experiences through grade level and school-wide meetings.
- Observe in classrooms and provide coaching and feedback to intervention teachers.
- Discuss strategies to use during intervention and model effective instructional strategies to use during small group instruction. Work with instructional staff to plan for and modify instruction of students with IEPs and 504 Plans.

- Ensure that all staff receive mandated professional development for working with students with IEPs and 504 Plans, as well as additional professional development that meets the differentiated instructional needs of individual students to fully support the academic and emotional growth of all students.
- Collaborate with other directors and regional leaders to share best practices and knowledge.

#### **Data Analysis**

- Collaborate with school leadership team to develop and monitor the school's strategic plan aligned with school and network goals.
- Use data systems to organize and analyze data used to inform decision making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with intervention staff to increase their knowledge and use of data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

### **OPERATIONAL LEADERSHIP**

#### **Culture of Achievement and Respect**

- Foster strong relationships with families and collaborate with school leadership team to provide on-going programming that reflects families' needs and interests.
- Initiate and maintain timely communication with families concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population and to bring in volunteers and additional resources.

#### **Management**

- Recruit, hire, train, and evaluate intervention staff in accordance with LHA policies and procedures.
- Create and monitor Special Education, Title I, and ELL staff's schedules.
- Monitor Special Education, Title I, and ELL budgets; maintain accurate records.
- Organize and update Special Education, Title I, and ELL required documents.
- Attend all Special Education, Title I, and ELL state conferences and mandatory meetings.
- Serve as liaison between the school and Special Education, Title I, and ELL Department of Education officials.

### **PROFESSIONALISM**

- Collaborate with colleagues (leadership and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

## **DESIRED QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE:**

- Five (5) years teaching experience with proven track record of raising student achievement scores
- Proven success in turning best practices into outstanding academic results
- Masters Degree in Education, Education Administration or Teaching

#### **CORE COMPETENCIES:**

- Mission Focused

- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

**KNOWLEDGE & SKILLS:**

- Strong understanding of Special Education, intervention, Title I, and ELL best practices and regulations
- Ability to lead and manage adults to achieve desired outcomes
- Ability to analyze data to target instruction and inform decision making
- Ability to lead professional development for teachers and provide feedback
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

**HUMAN RESOURCE INFORMATION**

**EVALUATION:** Evaluation twice a year by Principal based on progress toward school goals, individual professional development plan and Vision of Excellence

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt



## LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

### CORE VALUES

Work hard. Get smart.  
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High expectations  
equal results.

Nothing less  
than excellence.

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we make it happen.

### Title: Director of Teacher Leadership

Reports To: Principal

### VISION FOR POSITION

The Director of Teacher Leadership (DTL) is a deliberate coach and effective manager responsible for helping teachers and scholars realize their full potential. The DTL provides high-quality job embedded coaching and feedback to teachers so that they develop their skills at a fast rate. The DTL ensures that teachers design and execute an instructional program that develops mastery and skills above grade level expectations and meets the individual needs of each student. The DTL works collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The DTL is a next generation educator who is a critical thinker and innovative problem solver with a high level of emotional intelligence.

### ESSENTIAL FUNCTIONS

The Director of Teacher Leadership is an instructional and strategic leader responsible for leveraging teacher performance to ensure students demonstrate significant and measurable results. The actions of Directors of Teacher Leadership must always be aligned with our mission, vision, and core values. The essential functions for Directors of Teacher Leadership are as follows:

### INSTRUCTIONAL LEADERSHIP

#### Professional Development

- Coach, manage, and develop a group of approximately ten teachers to exceptional student achievement.
- Coach and develop teachers to establish the foundations for successful classrooms: ambitious vision and goals, purposeful long-term plans and unit plans, rigorous assessments, strong relationships, and positive classroom cultures.
- Observe teachers weekly to gather data on student learning and teacher proficiency to diagnose teachers' strengths and weaknesses constantly and determine strategies for improving their practice and improving student learning.
- Provide a wide variety of learning opportunities for teachers focused on analyzing student work, effective planning, targeted and differentiated instruction, as well as high expectations for classroom culture and behavior.
- Serve on School Leadership Team; collaborate with team to determine school-wide professional development, curriculum and assessment needs to meet all school goals.
- Provide professional development to implement the LHA education program; assist with the development of and oversee the school's new staff orientation; assist teachers in the development and realization of Individual Professional Development Plans.
- Monitor the implementation and effectiveness of the LHA education program.

#### Data Analysis

- Provide data to inform the development of the school's strategic plan aligned with school and network goals.
- Use data systems to organize and analyze student achievement data; ensure the validity and reliability of student data by attending to the rigor and alignment of assessments.
- Use data to inform decision making, to develop and modify curriculum, and to develop targeted and differentiated instruction.
- Meet with teachers regularly to discuss data trends; problem solve with teachers to prioritize the teacher actions that will most impact student performance.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

#### Culture of Achievement and Respect

- Work with the school leadership team to implement the school's mission; coordinate work and collaborate with the LHA network.

- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population, and to bring in volunteers and additional resources.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

### **OPERATIONAL LEADERSHIP**

- Recruit, hire, train, and evaluate teachers in accordance with LHA's overarching vision of excellent teaching.
- Collaborate with regional director of instruction, who supports school-based instructional roles, to learn about effective practices across the network, share best practices with other DTLs to use, and collaborate on group projects across the region.
- Coordinate all state and school-based assessments.
- Determine the need for curricular materials, assessment materials, and instructional resources; communicate ordering needs with School Operations Manager.

### **PROFESSIONALISM**

- Collaborate with School Leadership Team and other DTLs to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

## **DESIRED QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Proven track record of closing the opportunity gap
- Three to five (3-5) years teaching experience. Three (3) years of school leadership experience, including instructional coaching and collaborative leadership
- Masters Degree in Education, Education Administration or Teaching

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Ability to lead and manage adults to achieve desired outcomes
- Ability to analyze teacher practice, provide compelling feedback, and translate that into action
- Strong understanding of rigorous, effective instruction
- Ability to analyze data to target instruction and inform decision making
- Experience designing and implementing curriculum and assessments aligned with Common Core State Standards
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt



# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

**Title: School Operations Manager**  
**Reports To: Principal**

## VISION FOR POSITION

The School Operations Manager (SOM) is the business operations leader for a school, managing all non-instructional functions, services, and staff so that the instructional team can maintain a concentrated focus on teaching and student achievement and maximize instructional time. The SOM ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of Lighthouse Academies. The SOM and his/her team work to create a culture of service and support. The SOM partners with the larger school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The SOM is a member of the school leadership team.

## ESSENTIAL FUNCTIONS

The School Operations Manager is an operational and strategic leader responsible for maintaining operational excellence and fiscal prudence. The actions of School Operations Manager must always be aligned with our mission, vision, and core values. The essential functions for School Operations Manager are as follows:

### OPERATIONAL LEADERSHIP

#### Systems Development

- Implement school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, National School Lunch Program, student information systems, procurement, compliance tracking, and budget management.

#### Compliance

- Capture and organize key school data with reliability for the creation and completion of various compliance reports (attendance, enrollment, staffing, etc).
- Manage and successfully complete all necessary compliance reporting to the Local, State, Federal Government, and LHA stakeholders.
- Ensure that all fire, life, and safety regulations and procedures are implemented ensuring the well being of all school staff and scholars.
- Support the Coordinator of Family and Community Partnerships to conduct the school's lottery and enrollment process with integrity and uniformity.

#### School Operations

- Update and maintain accurate student records and student data in student information system.
- Manage the daily execution of the school's national school lunch program.
- Ensure that the transportation needs of scholars are met with the budget.
- Oversee all school cleaning services and cleaning staff to ensure that the facility is well maintained and continues to be a source of pride in the community.
- Manage school's inventory process with external vendors.
- Manage school work order system.
- Support Charter Facilities Management with any facility related initiatives as needed.

#### Business

- Support the development, management, and maintenance of the procurement lifecycle, including but not limited to: vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment.
- With regional and national office support, maintain school's financial management system (QuickBooks).
- Support the Principal in the development and management of the annual budget to ensure that school meets its financial goals.

#### Information Technology

- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touch-point to regional and national IT staff.
- Support the National Office in the administration of the E-Rate program.

#### **Human Resources**

- Process background check as required by state, authorizer and LHA policies and procedures.
- With regional and national office support, serve as human resource administrator as it relates to employee information and benefits.
- Maintain all employee files; update required HR paperwork and data systems.
- Oversee payroll administration.

### **TEAM LEADERSHIP**

#### **Management**

- Recruit, hire, lead and manage larger school operations team. Staff could include: office manager, office assistants, non-instructional aides, janitorial and maintenance staff, transportation staff, and lunch services team.
- Meet with school leadership team regularly to discuss goals, progress towards goals, trends and challenges, areas for growth, and action plans.
- Create a culture of service and support developing team members to excel in their roles and ensuring the school maintains operational excellence.

#### **Culture of Achievement and Respect**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Work with the school leadership team to implement the school's mission; coordinate work and collaborate with the LHA network.
- Assist in creating a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior.
- Ensure staff members understand the procedures and have the resources to operate effectively.

### **PROFESSIONALISM**

- Collaborate with colleagues to continuously improve personal practice and achieve overall goals and mission of the school and the network.
- Access meaningful learning experiences (professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application.
- Reflect critically upon operational leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

## **DESIRED QUALIFICATIONS**

#### **EDUCATION& EXPERIENCE:**

- BA required;
- Minimum of 2 years of professional experience required, with 4 years preferred;
- Prior school or education reform experience preferred;
- Experience with payroll and accounting systems preferred;
- Managerial experience preferred

#### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

**KNOWLEDGE & SKILLS:**

- High tolerance for ambiguity, changing work priorities and deadlines, and a willingness to take on responsibilities and to prioritize work on multiple projects;
- Highly detail-focused and results-oriented;
- Ability to communicate and interact effectively with multiple constituencies including parents, staff and students;
- Team-player attitude and strong customer-service orientation;
- Excellent organizational, planning, and implementation skills;
- Excellent written and verbal communication skills;
- Highly proficient in Microsoft Excel, PowerPoint, and Word;
- Demonstrated initiative, leadership, and tenacity; and
- Passion for Lighthouse's mission

**HUMAN RESOURCE INFORMATION**

**EVALUATION:** Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

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**Title: OFFICE ASSISTANT**

**Reports To: Principal**

## ESSENTIAL QUALITIES

*The office assistant works with the principal and office manager. This person performs additional administrative support functions at a Lighthouse Academy. We are seeking an office assistant who will make the commitment to conduct their work with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Reflective, self-aware and adaptable to communication and work styles of others
- Sense of urgency and relentlessness resulting in a record of outstanding student achievement
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*The office assistants' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our office assistant are as follows:*

- Represents Lighthouse Academies by serving as the first point of contact when someone enters the school building or calls the school.
- Communicates professionally at all times and responds to all inquiries and requests within 24 hours.
- Serves as liaison between employees and those visiting or contacting the school by taking messages and setting up appointments.
- Assists Family Coordinator with copying and distributing information to families.
- Completes other clerical/administrative duties as required by the principal or office manager to manage the front office.

## EXAMPLES OF WORK:

- Report absences to Parent Coordinator
- Answer phones and check voicemail
- Answer intercom calls from the classroom
- Welcome volunteers and visitors to the building and escort them to the appropriate place
- Maintain a log of requests for transportation changes
- Collect supply requests and give to Office Manager
- Give Student Transfer paperwork to Office Manager, Principal and Family Coordinator daily
- Copying and Filing

## MINIMUM QUALIFICATIONS

**EDUCATION:** Associate's degree

## **EXPERIENCE, KNOWLEDGE & SKILLS:**

- Experience providing the services required by this position, including at least one (1) year of experience working in a school environment.

- Must possess highly effective interpersonal skills to provide customer service.
- Experience using Microsoft Office Pro software and ability to effectively use word processing, spreadsheet, presentation, and database applications.
- Ability to complete written reports/correspondence.
- Working knowledge of standard office equipment including, but not limited to: PC, copier, fax machine, telephone, and local network and Internet searches.
- Excellent organizational skills.
- Demonstrated decision-making and problem solving skills.

## HUMAN RESOURCE INFORMATION

**Evaluation:** Goal based with at least two (2) written evaluations an academic year conducted by Principal

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, Non-exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

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we make it happen.

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**Title: LOWER ACADEMY TEACHER (K-4)**

**Reports To: Director of Teacher Leadership**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) Lower Academy teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking Lower Academy teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Academy Lower Academy teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. 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. The essential functions for our teachers are as follows:*

### INSTRUCTION

#### ***I. PLANNING for INSTRUCTION***

- Use the Common Core state standards to create rigorous, objective-driven, arts-infused lessons aligned with curriculum maps.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.

#### ***II. DELIVERY of INSTRUCTION***

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present academic content through a variety of instructional strategies to reach all learners; including the use arts-infusion: chants, songs, visual arts and drama.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

### ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.

- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.
- Use data to update each student's Individual Learning Plan.

### **LEARNING ENVIRONMENT**

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

### **FAMILY and COMMUNITY RELATIONS**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, home visits, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

### **PROFESSIONALISM**

- Collaborate with colleagues (grade level, vertical team and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback from Principal and Director of Teacher Leadership to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy **CLASSIFICATION:** Full-time, Academic, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

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High expectations  
equal results.

Nothing less  
than excellence.

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we make it happen.

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**Title: MUSIC TEACHER**

**Reports To: Principal**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) music teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking music teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Academy music teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All music teachers are responsible for demonstrating significant and measurable gains with the students they teach. All music teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our music teachers are as follows:*

### INSTRUCTION

#### ***I. PLANNING for INSTRUCTION***

- Use the state standards to create a rigorous, objective-driven, arts-infused music program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through music.

#### ***II. DELIVERY of INSTRUCTION***

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse music into core subjects as well as provide supplemental instruction through the use of music.

### ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.

- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

### **LEARNING ENVIRONMENT**

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

### **FAMILY and COMMUNITY RELATIONS**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to showcase student work.

### **PROFESSIONALISM**

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Academic, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

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**Title: PHYSICAL EDUCATION TEACHER**

**Reports To: Principal**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) physical education teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Academy physical education teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All physical education teachers are responsible for demonstrating significant and measurable academic gains with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:*

### INSTRUCTION

#### ***I. PLANNING for INSTRUCTION***

- Use the state standards and curriculum to create a rigorous, objective-driven, arts-infused physical education program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through physical education.

#### ***II. DELIVERY of INSTRUCTION***

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse movement into core subjects as well as provide supplemental instruction through movement

### ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.

- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

### **LEARNING ENVIRONMENT**

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

### **FAMILY and COMMUNITY RELATIONS**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to support the success of the student.

### **PROFESSIONALISM**

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Academic, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

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equal results.

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Today is the day  
we make it happen.

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**Title: SPECIAL EDUCATION TEACHER**

**Reports To: Director of Student Services**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) special education teachers are more than staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking a special education teacher who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Academy special education teacher provides direct services to students, consults with other professionals, discusses progress with parents, plans, delivers and evaluates instructional outcomes, and conducts the research needed to perform the essential functions of the position. Instruction is delivered in a classroom through an inclusion model and/or small group pull-out. The essential functions for our special education teachers are as follows:*

- Implements the Lighthouse Academies, Inc. curriculum, which includes the incorporation of the arts in daily instruction.
- Collaborates with general education classroom teacher to modify curriculum to reach all learners.
- Writes goals and objectives for IEPs using state's special education software, such as ISTAR.
- Administers and interprets individual formal and informal assessments and measures student achievement of, and progress toward, their objectives and goals.
- Participates in IEP meetings and provides necessary documentation, as requested.
- Provides progress reports to parents as stated in the IEP, maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Communicates and enforces high expectations and standards for behavior, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Organizes and maintains, in student file, all required paperwork for all assigned students and ensures compliance with federal and state regulations.
- Follows through with parent and staff requests and provides consultations regarding students.
- Coordinates services for assigned students provided by itinerant staff or party providers.
- Accesses meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflects critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.

- Develops an Individual Professional Development Plan for approval by the school principal.

### **Examples of Work:**

- Writes students IEP according to federal and state guidelines
- Writes lesson plans that correlate with the IEP
- Completes progress reports and assessment reports as required.
- Maintains students' files with completed paperwork reflecting the essential components as determined by federal and state laws

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Knowledge of applicable federal and state regulations and statutes.

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Academic, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

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we make it happen.

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**Title: UPPER ACADEMY TEACHER (Departmentalized 5-8)**

**Reports To: Director of Teacher Leadership**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) Upper Academy teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking Upper Academy teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Upper Academy teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. 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. The essential functions for our teachers are as follows:*

## INSTRUCTION

### ***I. PLANNING for INSTRUCTION***

- Use the Common Core state standards and instructional resources to create rigorous, objective-driven, arts-infused lessons aligned with curriculum maps.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.

### ***II. DELIVERY of INSTRUCTION***

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present academic content through a variety of instructional strategies to reach all learners; including the use arts-infusion: songs, visual arts, presentations and drama.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

## ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Develop standards-based performance tasks and curricular assessments.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

- Use data to update each student's Individual Learning Plan.

## **LEARNING ENVIRONMENT**

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Developmental Design for Middle School, to create a strong culture of achievement and respect.
- Facilitate a daily homeroom; build classroom rapport and develop college mindset.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

## **FAMILY and COMMUNITY RELATIONS**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, home visits, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

## **PROFESSIONALISM**

- Collaborate with colleagues (grade level, vertical team and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback from Principal and Director of Instruction to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Academic, and Exempt

# LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

## VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

---

**Title: ART TEACHER**

**Reports To: Principal**

## ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) art teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*A Lighthouse Academy art teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All art teachers are responsible for demonstrating significant and measurable academic gains with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:*

### INSTRUCTION

#### ***I. PLANNING for INSTRUCTION***

- Use the state standards and curriculum to create a rigorous and objective-driven arts program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through art

#### ***II. DELIVERY of INSTRUCTION***

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse art into core subjects as well as provide supplemental instruction through the arts.

### ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.

- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

## **LEARNING ENVIRONMENT**

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

## **FAMILY and COMMUNITY RELATIONS**

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to support the success of the student.

## **PROFESSIONALISM**

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Academic, and Exempt

## Exhibit A

### **Financial Management**

1. Conference regularly with LHA personnel or school representative to address financial management issues.
2. Prepare LHA personnel and/or Treasurer for monthly Board meetings.
3. Maintain complete, accurate and compliant financial records within the framework of the Arkansas Financial Accounting Handbook chart of accounts as allowed within Arkansas Public School Computer Network (APSCN) based on information provided by the school.
4. Assist LHA personnel in adapting procedures and internal controls in areas related to the school's finances.
5. Utilize multiple staff in performing business office functions to ensure adequate segregation of duties.
6. Conduct weekly site visits unless otherwise instructed by LHA personnel.
7. Train LHA personnel, the Principal(s), Office Manager(s) and Board in school business and finance related topics when requested. (Maximum of 12 hours per year)
8. Assist LHA personnel to develop and maintain the annual budget with up to two revisions. (Initial budget work not to exceed 40 hours, each revision not to exceed 24 hours)
9. Prepare, analyze, and send monthly financial reports to LHA personnel and Board in advance of the monthly Board meetings.
10. Prepare cash flow statements and advise the LHA personnel and Board on cash flow and management.
11. Assist LHA personnel or his /her designee in communication with ADE on issues related to financial management.
12. Submit required financial management system cycle reports (cycles 1, 8, and 9) if requested.
13. Represent the school as the school Business Manager when needed (audits, State reviews, Special Ed Audits, Compensatory Audits, etc.) for transactions accounted for by Complete Consulting.
14. Assist the LHA personnel with compliance, management and reporting of revenues and expenses from all applicable fund sources.
15. Advise and assist LHA personnel on financial issues related to payroll.

### **Accounting services provided with Financial Management**

1. Code and record financial transactions into APSCN using accurate and appropriate codes based on information provided by the school.
2. Provide training and assistance to the school in maintaining adequate documentation and support for all financial transactions. (Maximum of 6 hours per year)
3. Train school staff on proper procedures including cash handling and deposit procedures, record retention, expenditure approval, etc. (Maximum of 12 hours per year)

### **Exhibit A (continued)**

4. Enter Board approved budgets into APSCN.
5. Pay recurring bills, vendor invoices, and reimbursement requests monthly with school funds based on information provided by the school.
6. Code and record electronic deposits and other receipts based on information provided by the ADE and school.
7. Track income and expenditures based on information provided by the School.
8. Prepare journal entries necessary for accurate accounting as approved by LHA personnel.
9. Coordinate submission and processing of purchase orders and payment requests by authorized school personnel. Provide a payment request system as needed to better meet the needs of the school and ensure compliance.
10. Process and record payroll based on information provided by the school within APSCN.
11. Reconcile and remit all payroll taxes, monthly/quarterly reports and any other liabilities to the appropriate agencies.
12. Prepare and submit new hire reporting.
13. Maintain benefit management system based on information provided by the school.
14. Reconcile bank statements monthly.

### **Audit Preparation**

1. Coordinate scheduling of audit activities with the school's audit firm.
2. Coordinate gathering, completing and submitting forms and school data required for the audit including:
  - a. Permanent file documents such as bylaws and articles of incorporation
  - b. Contracts including the school's lease agreement, transportation, food service and other agreements
  - c. Board minutes
  - d. Conflict of interest form, related party questionnaire, etc.
  - e. Bank confirmations and collateral confirmations
3. Assist school in gathering information as outlined on auditors PBC list.
4. Calculate annual revenue and expense accruals at June 30, reconcile accounts and prepare schedules and other required documentation for the auditors based on information provided by the school:
  - a. General fund state and federal aids and other receivables
  - b. Special Revenue fund state and federal revenue and receivable
  - c. Other Aggregate fund state and federal revenue and receivable
  - d. Prepare a list of payables at June 30 summarized by fund.
  - e. Prepare schedule of loan expense and loan payable and provide copies of all loan documents.
  - f. Reconcile payroll liability accounts

**Exhibit A (continued)**

- g. Prepare 941 salaries tie-out
- 5. Assist the auditors and school personnel to obtain compliance information.
- 6. Complete or assist with the completion of procedural documents.
- 7. Assist the auditors with APSCN data for the preparation of the Non-Profit's 990 filing.



## LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

### CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

**Title: COORDINATOR of FAMILY and COMMUNITY PARTNERSHIPS**

**Reports To: Principal**

### VISION FOR POSITION

The Coordinator of Family and Community Partnerships (CFCP) helps a school realize Lighthouse Academy's vision for family and community partnerships. The CFCP works to ensure that families and community members feel welcomed in the school, have a voice in decisions about the school, and are engaged in all aspects of running the school. In collaboration with the School Leadership Team and faculty, the CFCP works with families to develop a shared vision for scholar performance, establishes clear lines of communication, gathers insight on how to best work with scholars, provides volunteer opportunities, and helps families to support the learning at home. The CFCP partners with community organizations to provide scholars and families with vital resources and real-world opportunities that further develop them for college and careers. The CFCP creates opportunities for staff to engage with the local community and its leaders to develop a deep understanding of the community's history and culture.

### ESSENTIAL FUNCTIONS

The Coordinator of Family and Community Partnerships works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The Coordinator of Family and Community Partnerships' actions must always be aligned with our mission, vision, and core values. The essential functions for the Coordinator of Family and Community Partnerships are as follows:

#### **FAMILY OUTREACH and PARTNERSHIPS**

- Set and monitor progress towards monthly goals and benchmark for family engagement and community involvement in the school.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs and help school staff do the same.
- Communicate with parents about high academic and behavioral expectations for students, as well as the school's policies and programs, through orientation, home visits, open houses, handbooks, etc.
- Serve on the School Leadership Team; collaborate with team to create a wide variety of parent volunteer and engagement opportunities.
- Organize and lead monthly parent workshops and family events that support the school's vision, mission and goals.
- Assist the school to achieve 95% student attendance (attendance data tracking, parent phone calls, home visits, working with attendance/truancy officers).
- Initiate and maintain timely communication with all parents/guardians (notes home, phone calls, in-person meetings) concerning school events and opportunities, including assisting with recruiting parent board members.
- Serve as the school's liaison with homeless families ensuring homeless children are receiving necessary education and related services.
- Work with school leadership team and faculty to understand and address parent feedback and concerns.
- Update and maintain school's webpage on a regular basis including the calendar and newsletters.
- Complete any related clerical/administrative support duties as required by the principal and LHA regional staff, including state, district and network reports.

#### **COMMUNITY OUTREACH and PARTNERSHIPS**

- Serve as a liaison with the community to identify and recruit students; actively market the school in the community through flyer distribution, presentations, community events, phone calls, and social media.
- Manage and track recruitment activities with student marketing work plan.

- Work collaboratively with families and community members to bring in volunteers and additional resources that support the school's goals.
- Develop and maintain relationships and partnerships with outside agencies and community-based organizations to further the mission of the school
- Maximize partnerships and outreach programs to link families to resources that help meet their needs and create an environment that is optimal for student learning at school and home.

## **PROFESSIONALISM**

- Collaborate with colleagues to continuously improve personal practice and to support the achievement of the overall goals and mission of the school and the network.
- Access meaningful learning experiences (professional development opportunities, ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in practice and improvement.
- Reflect critically upon experience and practice; identify areas for further professional development as part of a professional development plan that is linked to professional growth and school/network level goals; access meaningful learning experiences; listen thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

## **DESIRED QUALIFICATIONS**

### **EDUCATION & EXPERIENCE:**

- Experience with community outreach and organization, in immediate and surrounding community preferred
- Two to three years administrative experience in a school environment or teaching experience in a school environment
- Bachelor's Degree, with coursework in relevant areas preferred

### **CORE COMPETENCIES:**

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Organized & Planned
- Constant Learner

### **KNOWLEDGE & SKILLS:**

- Effective interpersonal skills to provide high quality customer service
- Excellent organization skills; demonstrated decision-making and problem solving skills
- Demonstrated cultural competency with respect to school's student population
- Engaging and informative presentation style
- Working knowledge of school administrative systems and student information systems
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** At least twice a year by Principal through formal and informal (ongoing) observations, progress toward standards outlined in Non-Instructional Staff Evaluation, and goals outlined in Individualized Professional Development Plan

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-Time, Administrative (non-academic), and Non-Exempt

**2013-2014 Application Cycle**

# Application

**Capitol City Lighthouse  
North Little Rock, Arkansas**

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office  
Sep 03, 2013



# ARKANSAS DEPARTMENT OF EDUCATION

## 2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.

**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Capitol City Lighthouse Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION  
2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Capitol City Lighthouse Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 750 Students

Name of Sponsoring Entity: Lighthouse Academies of Central Arkansas, Inc.

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

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (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 included with the application. Articles of incorporation or a letter acknowledging non-profit 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.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Dr. Phillis Nichols.Anderson

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001 FAX: ( 501 ) 374-5010

Email: pnicholsanderson@lighthouse-academies.org

**Charter Site**

Address: 1800 North Maple Street City: North Little Rock

ZIP: 72114 Date of Proposed Opening: 8/13/14

**Chief Operating Officer**

of Proposed Charter (if known): Dr. Phillis Nichols.Anderson Title: Senior Vice President

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001

The proposed charter will be located in the North 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: Dr. Phillis Nichols Anders Position: Senior Vice President, Lighthouse State of Residence: AR

Name: Lenisha Broadway Position: Vice President, Lighthouse State of Residence: AR

Name: Michael Ronan Position: CEO, Lighthouse Academic State of Residence: MA

Name: Chris Bell Position: President, Complete Consu State of Residence: AR

Name: Joel Scharfer Position: Vice President, Charter Fac State of Residence: MD

Name: Lisa Clay Position: Community Development A State of Residence: MA

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

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

8,600 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

North Little Rock School Dist  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

### **Applicant Response:**

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

### **Applicant Response:**

The Lighthouse Academies' model is a three-pronged approach -- Rigorous Academics, Social Development and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The model depends on high quality teachers, relentless school leaders, and pervasive culture of achievement and respect amongst students and staff. *College Focus*. It is our job to make college real and attainable for all of our scholars, which is why college is a focus that permeates our school culture. Our rigorous programs provide students with the academic and social foundation necessary for success in college. *Standards-Driven, Rigorous, Research-Based Curricular Programs*. The LHA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively these define what students should know and be able to do at each particular grade level. The model offers a longer day and longer year to provide more time on instruction.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, 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.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

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

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was 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 the school district in which the school will likely be located.
- 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 was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

### **Applicant Response:**

A public hearing was held on July 18, 2013 from 6:30 P.M. to 7:30 P.M at the First Baptist Main in North Little Rock, Arkansas. There were approximately 35 people in attendance at the meeting. The meeting was presided over by Ms. Susan Forte, Board Chairman, and included a presentation on the Lighthouse school model by the Lighthouse (LHA) national and regional leadership and the school leadership team from Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. The presentation focused on the LHA's school model as well as 45 minutes for a question and answer session. The questions during this time included a request for more information about arts infusion, funding for the school, parent participation, and the school's proposed location. At the conclusion of the question and answer session, Ms. Forte asked the audience if they felt more information was needed to make a decision regarding their support of the proposed school. No further information was requested and all of those in attendance signed the petition in favor of opening the Capitol City Lighthouse Charter School. No one present spoke in opposition to the proposed school.

The notice of the public hearing was published in the Arkansas Democrat Gazette on June 27, July 4 and July 11 in the Arkansas news section. See Attachment B for ad copy and invoices reflecting publication dates. Emails

were sent to superintendents of affected school districts notifying them of the hearing.

Additional supporting documentation is also included in Attachment B.

2. Describe the governing structure of the open-enrollment charter school, 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, answer the following specific questions:
  - 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.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) 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.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

### **Applicant Response:**

Lighthouse Academies of Central Arkansas, Inc. was incorporated as a nonprofit on June 9, 2011, applied for 501 (c) 3 status on December 19, 2012 and will do business as Capitol City Lighthouse Charter School (CCLCS). Note: the articles were first filed as Lighthouse Academies of Little Rock, and then on November 13, 2012, the name was officially changed to Lighthouse Academies of Central Arkansas.

### **Composition of the Board of Trustees**

The school will be governed by a Board of Trustees. The founding board represents a wide range of experience in education, business nonprofit management and community development. Founding Board members were selected from interested citizens in the Central Arkansas area. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finance, fund-raising and school operations. The founding board members are:

**Susan Forte** is the President/CEO of HOUSEABOUTIT, INCORPORATION

**Ms. Forte leads** in the developing of communities; lead in implementing educational programs. She works closely with the Board of Director on all administrative decisions and activities and with staff to develop and establish individual goals and objectives against established goals and standards for improving the overall of the company. She administers CDBG Grant funds for small cities in Arkansas; administer training to/for small cities; organize community organizations to work in their community; Aid in workforce development; Assist small and emerging small start-up businesses; administer city assessments.

**Kara Smith** currently serves as the Director of Community Partnerships for the Teach For America-Arkansas region. In this role, she works closely with district administrators, community partners and local organizations, as well as many Teach For America supporters across the Arkansas Delta. Prior to joining Teach For America staff, Kara attended the University of Tennessee and received a bachelor's degree in Public Relations. After quickly learning that education is her passion and life's work, Kara moved to New York City to teach fourth and fifth grades in the South Bronx. She eventually made her way back to the south and is now proud to call the state of Arkansas her home. Kara holds a Masters of Teaching from Pace University and is currently completing the Walton Leader Scholar educational leadership program through Arkansas Tech University.

**Kareem Moody** has been working on the frontlines in the battle to save our nation's youth for the past fifteen years. The former Youth Initiative Project (gang) coordinator has worked with a number of young people in the areas of intervention and prevention. Mr. Moody is respected throughout the state as a collaborator on a number of youth focused committees and initiatives. The author of *Raise them up: the real deal on reaching unreachable*

*kids*, Kareem Moody is an example of beating the odds. The Henderson State University Alum and former "at risk" youth formerly served as the program director for Positive Atmosphere Reaches Kids (P.A.R.K.), one of Arkansas most celebrated after school programs. He is the Director of Student Success at Pulaski Technical College.

**Marsha R. Davis** is a Vice President with Centennial Bank and has served as a financial officer in banking for 34 years. Ms. Davis is a member of Mt. Zion Baptist Church where she interprets for the non-hearing. She is the mother of two children, a rising senior and a daughter who attends Agnes Scott College in Decatur Georgia. She has served in past years on the board of Youth Home, UALR Alumni Association, and Horace Mann Magnet PTSA Treasurer for 6 years and the Parent Board Member of Arkansas Commitment.

**Lenisha Broadway** is the Vice President of LHA Arkansas She served as the Regional Director of the Southern Region for two years. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

**Phillis Nichols.Anderson, Ed.D** has been an educator since 1986. Dr. Nichols.Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications teacher for over a decade. Dr. Nichols.Anderson also served as a middle and high school administrator in the Little Rock School District, District of Columbia Public Schools, in Washington, D.C., Prince George's County Public Schools in Maryland and in the Pulaski County Special School District. Dr. Anderson is a Senior Vice President for Lighthouse Academies, Inc. and oversaw the opening of the Southern region and the opening of JLCS, JLCS-Flightline, and PBLCS. She manages school budgets and oversees the management of LHA schools in Arkansas, Oklahoma, New York, and Washington, D.C. which consist of three Vice Presidents, two Regional Operations Managers; nine principals and over 100 teachers and staff members.

### **Responsibilities of the Board of Directors**

The Board of Directors is a group of volunteers who have legally established themselves as an organization for the purpose of creating and operating a charter school. The Board of Trustees is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate governing authority over the operation of the school.

### **Governance**

The Board of Directors exercises its responsibility and authority over school operations through the function of "governance" - the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

### **Shared Authority**

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. LHA is a growing network of public charter schools. Each school contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles. A summary of each party's responsibilities is below

## **Board of Directors**

The Board's governance role requires that the Board perform the following functions:

- *Strategic Oversight:* Through the charter application, the Board adopts and upholds the LHA mission and vision for the school.
- *Operational Oversight:* The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA.
- *Financial Oversight:* The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- *Personnel:* The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- *Contracts:* The Board, in consultation with LHA, approves all major contracts.
- *Consultant Support:* Trustees use their individual skills, knowledge, expertise and/or community relationships to support the school.
- *Community Relationships:* The Trustees act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

## **Lighthouse Academies**

LHA is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any LHA school depends on a true partnership between the Board and LHA. In this partnership, LHA works closely with both the Board and the principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- *Principal Recruitment and Management:* LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate. LHA develops, manages, and evaluates the school leader.
- *Staff:* LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- *Curriculum:* LHA provides the school with the Lighthouse Academies Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- *Manuals and Handbooks:* LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook.
- *Evaluation & Assessment:* LHA creates an accountability plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.
- *Operations Assistance and Oversight:* LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- *Administrative Support:* LHA provides administrative support including purchasing, financial management and human resources services.
- *Budget:* LHA develops the annual school budget with the principal for approval by the Board.
- *Professional Development:* LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- *Marketing:* LHA develops an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

## **Required Attributes of Directors**

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Trustees bring to the school, the Trustees must possess the right personal characteristics and attitudes for the job. Trustees with the following attributes will be able to work most effectively amongst themselves, and with LHA and the school leadership, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the LHA school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.

- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Willingness to participate in annual Board development training.
- Specific knowledge, experience, and/or interest in at least one element of governance for the school.
- Focused on results.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and LHA.

### **Meetings of the Board of Directors**

Meetings of the Board shall be open to the school community and the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings.

Any person may speak at an open meeting of the Board. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Trustees. Each Director shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting. If such a document is delivered to the Secretary in a language other than English, the Secretary shall arrange for its translation within a reasonable amount of time.

The Director shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the Director whether or not a change is needed at the School. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

### **Role of Administrators and Others**

**The Principal** will function as the school's instructional leader, freed up from much of the bureaucratic and financial "legwork" of running a school due to the partnership with LHA. This role will set the tone for the entire school.

The principal is also responsible for the day-to-day management of the school, and reports to the Vice President of the region. The principal will deal with employee issues and advise and make recommendations to the Board concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the Board and staff to determine a budget that will provide the greatest benefit for the students. The principal will meet with and counsel parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the Board.

**The Director of Teacher Leadership (DTL)** will be responsible for leading professional development and teacher development. Working closely with the principal to develop the vision and plan for professional development, the DTL will lead the day-to-day implementation of ongoing, on-site professional development activities. This person will spend the majority of his or her day in classrooms, meeting with teachers to discuss classroom data and giving feedback on how to improve the delivery of instruction. By focusing on in-classroom activities and feedback, the DTL will create and develop a rigorous and engaging teaching staff. The DTL will encourage, observe, and coach teachers. The DTL, as a key member of the school leadership team, reinforces the tone set by the principal and the focus on instruction.

**Teachers and parents** can always speak to the principal and DTL about leadership, curriculum, professional development, or other operational decisions. The principal will have the final say about the management of the school, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school - students, parents, and teachers alike. The principal and DTL may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

3. Give the mission statement for the proposed charter school.

**Applicant Response:**

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

**Applicant Response:**

Typically, students who enroll in LHA charter schools are two to three years behind academically, and some have had poor school attendance records. The LHA model is designed to help these students catch up and reach proficiency level. During this time, the students become “Lighthouse Scholars” who are prepared for success in our rigorous high school program (the LHA College Prep Academy) that, in turn, prepares them for success in college. We exist because there is a staggering achievement gap in America today that results in lifetime income inequalities that significantly affect the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children's lives.

Consider the following facts:

- Every 34 seconds a child is born into poverty. (States of America's Children 2011, Children's Defense Fund, p.XV.). Approximately 15.5 million children are growing up in poverty and 31.9 million in low-income families in the United States. There is a disproportionate percentage of African American children (64% or 6.5 million) and Latino/Hispanic children (63% or 10.7 million) compared to 31% (12.2 million) of white children. In addition, African American and Latino/Hispanic children are more than twice as likely to live in a low-income family (National Center for Children in Poverty, Basic Facts About Low-income Children, 2010, February 2012).
- Only 8% of students growing up in low-income families graduate from a four-year college by age 24 compared to 82% of those from high-income families. (*Postsecondary Education Opportunity*, “Bachelor's Degree Attainment by Age 24 by Family Income, Quartiles” 1970 to 2009).
- Nearly 80 percent or more of Black and Hispanic public school students in the fourth, eighth and 12<sup>th</sup> grades are unable to read or do math at grade level compared to 50 percent or more of White children (Children's Defense Fund, States of America's Children 2011).

- Every 8 seconds a high school student drops out of school (States of America's Children 2011, Children's Defense Fund, p.XV). The Averaged Freshman Graduation Rate is 75.5% (AFGR), but only 63.5% for African Americans and 65.9% Latino/Hispanics compared to 83% for White children (U.S. Department of Education, National Center for Education Statistics, Common Core of Data).
- Only 68.1% of high school seniors go on to college the following year with again a lower percentage of African Americans at 61.4% and Latino/Hispanics at 59.6% compared to 68.6% of Whites (United States Department of Labor, Bureau of Labor Statistics, College Enrollment and Work Activity of 2010 High School Graduates, USDL-11-0462, released April 8, 2011).
- Overall, 57% of those who attend four-year colleges and universities graduate within six years; however, again there is a gap, with 61% of White students graduating, but only 39% of African Americans and 49% of Latino/Hispanic (IPEDS First Look: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 and 2006 Cohorts; and Financial Statistics Fiscal Year 2009).

What this adds up to is a lifetime of income disparity based on education and race. Children born to families at the lower end of the income scale have a particularly hard time improving their economic position relative to their parents' (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8, credit to Isaacs, J., Sawhill, I., and Haskins, R. (2008). Getting Ahead or Losing Ground: Economic Mobility in America. Economic Mobility Project, Pew Charitable Trusts [www.economicmobility.org/reports\\_and\\_research/mobility\\_in\\_america](http://www.economicmobility.org/reports_and_research/mobility_in_america)). Children who grow up in low-income families are less likely to successfully navigate life's challenges and achieve future success. The younger they are and the longer they are exposed to economic hardship, the higher the risk of failure (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8).

Arkansas is not free from these statistics. In the January 14, 2010 edition of Education Week Arkansas ranked 47<sup>th</sup> out of the 52 states on a Chance For Success Index. The index takes into account early childhood education, K-12 education preparation, adult educational attainment and workforce outcomes. Three key differentiating factors are: high school graduation rates; enrollment in post secondary education and post secondary degrees.

The area where we propose to open includes three school systems where key indicators show that the “chance for success” indicators are very low for large portions of the student population. 40% of the children in North Little Rock live in poverty. Data show that only an average 16% of high school graduates are prepared for success in college. In Pulaski County School District, the graduation rate is 66% with 62% of those students requiring remediation, leaving only 4% prepared for college. In Little Rock School District 82% graduate with 62% of those students requiring remediation leaving only 20% prepared for college. In North Little Rock School District, 73.3% of students graduate but 52% of those students require remediation leaving only 21.3 of those students prepared for college. 35% of African American students do not graduate and 37% of poor students fail to earn a high school diploma. Only 17% of the residents hold a Bachelors degree or higher (Source: Arkansas Department of Education).

North Little Rock School District has two Priority Schools and nine Focus Schools.

CCLCS, like all Lighthouse schools, will take a three pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. Arts Infusion is an innovative and powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CLLCS, we will infuse art activities and techniques into the teaching of all core subjects. See question 5 for more on Arts Infusion as part of the overall model.

5. Describe the educational program to be offered by the charter school.

**Applicant Response:**

We have developed a research-based program founded on these essential elements of the LHA Education Model to ensure all students are prepared to graduate from college. It is a three-pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of this design which foster high student achievement and success include: College Preparatory Curriculum, More Time on Instruction, Assessment and Data-Driven Instruction, Standards-Based Planning and Delivery, Coaching and Development.

The Lower Academy (K-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the rigorous Upper Academy (5-8) and College Prep (9-12) programs. Once students enter the Upper Academy and continue in the College Prep Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

**College Preparatory Curriculum**

For many of the students in the North Little Rock community, college has not been a reality. It will be our job at CCLCS to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities and in most cases, that of their teacher. Upper and College Prep Academy students will participate in annual college visits. All students will have formal and informal ways to learn about college (e.g., guest speakers, discussions with teachers). Upper and College Prep Academy students will participate in annual college visits.

**More Time on Instruction**

Educating our students is urgent work and we will have a lot of ground to make up. To ensure that every child masters the work necessary to prepare them for college, CCLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 350 more hours of instruction for the students at CCLCS each year.

**Assessment and Data-Driven Instruction**

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In the 90-90-90 Schools: A Case Study, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves' study concludes that schools that achieved significant academic improvements provided frequent performance feedback to students (Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations* (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000). In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically. (Datnow, A., Park, V. & Wohlstetter, P. "Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students." Los Angeles: Center on Educational Governance, University of Southern California, 2007). This is why students at CCLCS will be assessed regularly and will receive ongoing feedback on their progress.

Data from assessments and teacher observations will drive instruction in the classroom at CCLCS. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities for each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year - both curricular and standardized - are utilized to monitor individual student and classroom progress.

Teachers at CCLCS will use interim assessments and state assessments, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students.

In order to ensure our students meet their learning goals, the Lighthouse Academies model includes varied

assessments that provide valuable information about student achievement. These include (but are not limited to) daily checks for understanding, frequent teacher-created assessments, network-wide interim assessments and state assessments. Ongoing analysis of data is a regular practice of CCLCS teachers and leaders.

### **Standards-Based Planning and Instructional Resources**

Standards guide instructional planning and delivery at Lighthouse Academies schools. LHA provides schools with a common scope and sequence upon which teachers develop unit and lesson plans. Teachers use the Understanding by Design framework, which supports the backwards planning process. Through this process, teachers design units by identifying the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery. Once they have done this, teachers strategically plan learning activities that will support students' ability to reach the major goals of the units.

Lighthouse Academies teachers use various instructional resources to ensure students can learn the content and skills they need to meet the standards. Teachers collaboratively develop their own curricular materials. At times, teachers may use programs to supplement these materials. These secondary resources may include National Geographic's Reach for Reading, Pearson's Reading Street, McGraw Hill My Math, Big Ideas Learning's Big Ideas Math, College Board's Springboard for ELA and Math as well as high-quality online resources.

### **Coaching and Development**

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 160 hours will be scheduled into the school year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence - we continually strive to learn more. The emphasis on professional development stems from research that states that "the most effective way to increase the achievement of our students is to improve the quality of teaching" (Sparks and Hirsh, 2000, p.4).

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers' goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school", which provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support. For more information and detailed description of our professional development model, please refer to Curriculum and Instruction which follows.

### **Social-Emotional Development**

Lighthouse Academies believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (S.H.I.N.E. qualities) and competencies that all children need in order to be successful through college and life.

S.H.I.N.E. Qualities: Self-Discipline, Humility, Intelligence, Nobility, Excellence

#### Core Competencies

- Effective Communication demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- Self-Direction and Self-Management demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understand that they are ultimately responsible for their future.
- Critical Thinking as demonstrated by their ability to problem solve, make decisions and consider multiple strategies and perspectives when answering questions, approaching challenges and interacting with others.
- Active Community Membership demonstrated by their ability to identify and make positive contributions to the many different kinds of communities of which they are a part.

The foundation of the social curriculum is the school-wide use of the Responsive Classroom® (K-4); Developmental Designs (DD) (5-8) and Advisory (CPA) approaches. The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara Social and Academic Learning Study on the Contributions of Responsive Classroom 2006). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." *Pathways to College Network*, April 2009). The advisory period provides opportunities for every student to be known well by at least one adult in the building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement. Advisory periods will provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

### **Arts Infusion**

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CCLCS, we will infuse art activities and techniques into the teaching of all core subjects. Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. We will work collaboratively with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**  
Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforces and extends learning)**  
Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**  
Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are need of additional academic support or just learning English, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. Through the use of arts, its focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children. Studies show that art increases student engagement in education (E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership, available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>). The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development (Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32., Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C.

Thomas) and the College Entrance Examination Board reports that students who participate in art do better in academics than other students (See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>). Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school (Ibid).

CCLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help CCLCS become a true member of the arts community in North Little Rock.

### **Curriculum and Instruction**

The LHA Education model is anchored in the grade level state standards, grade level expectations, and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects), which define what students should know and be able to do at each particular grade level. The standards are the destination for the year - where we want all of our scholars to arrive. Teachers will use state grade level expectations and state standards with the Common Core State Standards as the basis of their instructional planning.

The standards and grade level expectations will serve as the basis for objective-based unit and lesson planning. Upon approval of the charter, a comprehensive scope and sequence aligning Arkansas and Common Core State Standards with the Lighthouse programs will be completed. The process for completing the development of a scope and sequence will include collaboration between the school leaders and the Lighthouse Academies Research, Design and Strategy Team. The overall scope and sequence will be completed by April 2014, prior to hiring instructional staff. Teachers and leaders will work together in the spring and through the professional development institute to align these plans to both the Arkansas grade level expectation and Common Core State Standards and will use these as a basis for unit and lesson planning.

6. 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 school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

**Applicant Response:**

We will evaluate the success of our program based on the Lighthouse Academies Network goals as well as school specific goals. The Research, Design, and Strategy team supports Lighthouse Academies' schools to achieve LHA goals by designing tools, resources, and trainings on effective best practices and researching innovations to improve our practices. The RDS team's priorities and key deliverables are driven by the schools' performance, reflect the need for excellence across all LHA schools, and represent the greatest levers to achieve desired outcomes. The RDS team works in collaboration with regional and school leaders to provide consultation services and strategic recommendations.

The Lighthouse Academies Network goals for CCLCS are listed below. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in the CCLCS Annual Report.

**Goal #1: Scholars will take rigorous courses.**

Each College Prep Academy (CPA) scholar will have the opportunity to take AP courses over the course of their high school career. College readiness will be tracked progressively from 7<sup>th</sup> grade by student performance on assessments such as: ReadStep, PSAT, SAT, Explore Testing, and ACT.

**Goal #2: Scholars will learn at an accelerated rate.**

Part 1 (high average growth among all scholars): For both math and reading, CCLCS K-8 scholars will achieve an average of at least 120% (1.2 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

Part 2 (highly accelerated growth for scholars who are behind): For both math and reading, those K-8 CCLCS scholars whose baseline score falls in the bottom quartile according to national norms will achieve an average of at least 150% (1.5 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

**Goal #3: External indicators will show that our scholars are academically on track for college success.**

Part 1 (meeting AR and shifting to meeting Common Core State standards): The school will meet the Annual Measureable Objective set by the state and/or will reduce its non-proficient population in ELA and Math by 15% each year.

Part 2 (high achievement on nationally-normed assessments):

Grades K-8: At least 75% of K-8 scholars who have attended the school for three years in participating schools will be in the top quartile on the NWEA MAP reading assessment and at least 75% of K-8 scholars will be in the top quartile on the math assessment in the spring. This goal will apply to scholars who have both a fall and spring NWEA score, indicating that they were enrolled in the school for at least a full academic year.

Grades 9-12: All scholars will take the EXPLORE/PLAN/ACT/or SAT series of assessments. Annually at least 75% of scholars will meet the college readiness benchmarks on these exams.

**Goal #4: Are scholars will graduate on time.**

100% of scholars enrolled at CCLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.

**Goal #5: 100% of 12th grade graduates are accepted to at least one four-year college.**

Progress monitoring is approached as a problem solving process for CCLCS with specified target and goals and expected outcomes. Based on a scholar's performance towards meeting these goals, adjustments are made in the supports being provided on an ongoing basis. At CCLCS progress monitoring has multiple components which include:

- Establishing academic goals for the schools and for each scholar
- Providing vehicles for understanding how scholars and the school are progressing toward established goals
- Creating opportunities to identify students potentially at risk for academic failure
- Communicating data in ways that clearly describe the impact of interventions to students, parents, teachers, administrators and our community.

We will use several methods to communicate progress towards our goals to the community, parents and scholars. Our strategies are comprised of:

- A monthly dashboard prepared by the Principals for the Board of Directors that includes enrollment, withdrawal, discipline and academic data. The report also includes the number of teacher observations conducted and a description of any professional development provided.
- A monthly Dashboard prepared by the Principals to track scholars' performance on Interim Assessments, attendance rates, parental support through conference attendance and parent, teacher and student satisfaction rates
- Regular printed reports on NWEA and Interim Assessment student performance provided to parents and discussed during parent conferences.

Families are also continually engaged to ensure that our mission is carried through into the home. We build a two-way communications line with the parents by:

- Starting each year by signing of a three way compact that articulates both the opportunities and expectations tied to attending a Lighthouse School.
- Conducting home visits in the summer where staff are taking the arts, our expectations and resources into the community and the homes of our scholars.
- Following up during the school year with weekly school to parent communications and monthly family meetings.

Each of these interactions is framed by the mission of our school and carries with it our school culture and values.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

**Applicant Response:**

The LHA curriculum is aligned with national standards. The LHA curriculum has been aligned to the Common Core Standards and Arkansas Curriculum Frameworks at Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. These guides will be used by staff at Capitol City Lighthouse Charter School. The three schools will collaborate on curriculum and professional development. New leaders and teachers in North Little Rock will be paired with “thought partner” at Jacksonville and Pine Bluff Lighthouse schools through in person meetings and web based tools.

The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers ‘unpack’ the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using LHA Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the LHA Education Team help put it all together.

Ongoing professional development and coaching by the Director of Teacher Leadership is used to support teachers in the implementation of the education program.

Here is a sample from our grade 3 English Language Arts crosswalk:

Common Core Standard CC.3.R.L.1, Key Ideas and Details:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - matches to 5 AR State standards including AR.3.R.9.6 (R.9.3.6), Using questioning and monitoring to make meaning: Question the author’s purpose.

Crosswalk matches all standards for each grade.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

- A) Guidance program;

**Applicant Response:**

The comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Our school design, which calls for enrolling students in Kindergarten and having them remain enrolled in the school through 12<sup>th</sup> grade, is intended to give CCLCS greater control over each student's preparation for the subsequent grade. In addition, our strong academic program and talented, caring teachers coupled with a culture that values academic focus and achievement, will close some gaps that our entering students may have in academic or social development.

We will ensure that each new student completes relevant standardized and school-specific assessments upon enrollment, to help teachers know what that student has learned already. CCLCS will also carefully review any data available in students' files from their previous schools and talk with parents or guardians to supplement this information.

The social curriculum, as guided by the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS), is the core of our guidance program. This approach to teaching and learning supports schools in becoming caring communities in which social and academic learning are fully integrated throughout the day, and in which students are nurtured to become strong and ethical thinkers.

Each day begins in a morning meeting, which serves as a transition from home to school, helps students to feel welcome and known and sets the tone for the day. Over time, this meeting also creates a climate of trust, increases students' confidence and investment in learning, provides a meaningful context for teaching and practicing academic skills encourages cooperation and inclusion and improves children's communication skills. In the upper academy, these meetings take place during an 'advisory' period each day and can be focused on certain themes such as friendship, safety, making choices or our SHINE qualities.

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher, 2008, *Developmental Designs*. Minneapolis, MN p.8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships. (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April 2009).

The advisory period provides opportunities for every student to be known well by at least one adult in the

building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement.

B) Health services;

**Applicant Response:**

The school 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 (food allergies, etc.), 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 may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

**Applicant Response:**

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the internet for basic research. Each classroom will have a library of leveled books that support the LHA curriculum.

D) Special education;

**Applicant Response:**

CCLCS 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 schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending CCLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

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), CCLCS 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, and where appropriate, receive credit for, non academic, 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.

CCLCS will implement Response to Intervention (RTI) as our method to identify students who are under performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions.

RTI is a system of tiered interventions for students who are not meeting standards. Tier 1 is universal intervention, or an agreed upon set of interventions for all students that are employed to assist with learning

differences that are represented in every classroom. If students do not demonstrate adequate progress as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support as a result of a special learning need and should be referred to testing for possible disabilities. If progress is made, a committee will ascertain whether or not the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include (but are not limited to):

- ***Kaleidoscope- Literacy INTERVENTION PROGRAM*** used in place of core reading program for students in 2<sup>nd</sup> - 6<sup>th</sup>. Published by SRA and aligned with Open Court; Published by SRA. For students 2 or more years behind grade level.
- ***Read Naturally: Grades 3-8: Computer based Supplemental - in addition to core program.*** Specifically for fluency and comprehension development
- **AIMS Math Resources**
- **Online instructional support programs such as IXL and Khan Academy.**

Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions.

#### E) Transportation;

##### **Applicant Response:**

LHA has significant experience with all phases of the RFP and contracting processes. LHA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation for field study. The school may decide to provide daily transportation to and from school in the future. We will, at all times, comply with any requirements for transportation written into our students' IEPs.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help.

If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

#### G) English Language Learner (ELL) instruction

##### **Applicant Response:**

CCLCS will offer a program that serves students identified as students of limited English proficiency in English.

## H) Gifted and Talented Program.

### **Applicant Response:**

CCLCS will offer an academic program that is rigorous in nature and will meet the needs of all learners through high expectations for all. The school will address the varied needs of all students through differentiation built into the master schedule. Students will receive intervention or enrichment based on a variety of measures including their ACTAPP, NWEA, norm referenced assessments and formative assessments. Enrichment differentiation will exceed or meet the state's instructional minute requirement. Teachers will receive appropriate training in gifted education and rigor and relevance. We request a waiver from this requirement. Please see section 20, part 6 below.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

**Applicant Response:**

We will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located in North Little Rock. The contiguous school districts are North Little Rock School District, and Pulaski County Special School District. The maximum enrollment in the first seven years of the charter will be 750 students. All students will be new to the open enrollment charter school in 2014. The school will use a random lottery; therefore, the number of transfers from other public school districts is unknown at this time. The numbers of transfers from private schools and home schooled students are also unknown. In all instances, the race and sex of the future students is unknown. However, based on the demographics of the area we do anticipate that 70% of enrolled students will qualify for free and reduced lunches.

The school will implement the enrollment criteria and procedures outlined in the application. (Question 11)

There are 24,380 students enrolled in the Little Rock School District, and 9,119 students enrolled in North Little Rock School District, and 17,126 enrolled in Pulaski County School District. There are more than 50625 public school children in the area. The school will enroll approximately 388 students in 2013-14; therefore there will be a small percentage of children transferring from other public schools to this public school.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer 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.*)

**Applicant Response:**

Accountability is of vital importance to a high-functioning school. CCLCS will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments.

The principal will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include progress toward annual goals, including test data from the school and will compare each year's efforts and progress to the school's earlier marks. The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

**Applicant Response:**

In accordance with federal laws, no student will be denied admission to CCLCS 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, CCLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Trustees. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the school. For definition 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.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

**Applicant Response:**

A weighted lottery is not necessary.

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 for the school.

### **Applicant Response:**

In the first year of operation, the school will hire the following key managerial and operational personnel:

- Principal
- Director of Teacher Leadership (DTL)
- School Operations Manager
- Counselor

In subsequent years, an additional Director of Teacher Leaders and administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The Board has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To insure appropriate controls the Board will contract with an independent auditor to conduct an annual audit.

### **Day to Day Roles and Responsibilities**

The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

#### ***Principal***

The principal of CCLCS will be an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains, each year, with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually.

#### ***Director of Teacher Leadership***

The director of teacher leadership (DTL) will be the instructional coach of the school. The DTL will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DTL will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DTL will also work closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications.

#### ***School Operations Manager***

The school operations manager (SOM) will be more than operational managers and administrative support. The office manager will work to create and enhance a culture of achievement and respect where high expectations

and results are the norm. The essential functions for our SOMs are administrative and operational support as well as family and community relations. The SOM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to: maintaining student information data (and data management systems), human resource data, management of payroll and payroll systems as well as record keeping such as managing invoices, cash management and procurement of supplies and resources necessary for operations. The SOM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The SOM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

### **Counselor**

A Lighthouse Academy school counselor provides support services to students. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site. All school counselors' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our school counselors are as follows: Completes assessments, referrals, and counseling with students; consults with other professional staff, outside agencies and other organizations; serves as a member of school based teams to provide support to students and confidential guidance to staff; counsels students individually or in groups; meets with staff to discuss strategies for certain student(s); communicates progress and developments with parents as needed; serves on the school 's Response to Intervention Team. The counselor will develop and manage programs to increase family involvement in the education program including a parent resource center; communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. He/she will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and conducting home visits as needed.

### **Qualifications**

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and hiring instructional support staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience

- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

The hiring team will employ a standard interview and hiring protocol. The regional vice president will work closely with the Lighthouse Academies director of recruitment to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled they, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate which is captured in the Principal Vision of Excellence and the Principal Position Description. They also work closely with hiring managers to coordinate the interview process and provide feedback.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

**Applicant Response:**

The school will hire a full-time School Operations Manager. The essential functions of these positions are detailed above in Question 12. LHA provides a detailed procedure manual that details processes and internal controls for all of the school's business functions including procurement, contracting with 3<sup>rd</sup> parties, payroll and benefit management. Many of these systems are web based and are accessed through the Prism, the LHA intranet.

The required budget worksheet has been completed by LHA's finance team which is included as **Attachment F**. The budget for 2013-2014 will be reviewed each month by the Board as part of the school's financial report.

The LHA finance team has also prepared a conservative four-year budget forecast. Going forward, annual budgets will be drafted by the principal, reviewed by LHA, and approved by the CCLCS Board of Trustees each year at the May Board meeting.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, 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 authorizer.

**Applicant Response:**

An annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; Lisa Stephens and Company is the preferred auditor. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas State Board of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.

15. It is affirmed 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.

- Yes
- No

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.

**Applicant Response:**

The proposed facility is located at 1800 North Maple Street, North Little Rock, Arkansas. The proposed facility is currently not in use but previously had been used as commercial space by a not for profit entity. The facility is currently owned by Regions Bank.

The facility is on a 44, 520 square foot lot (1.022 acres). The building is four floors with 30,256 gross square footage.

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

The current President and CEO of CFM Inc. is the President and CEO of Lighthouse Academies Inc. the charter management company employed by Lighthouse Academies of Central AR, Inc.

The facility will include general purpose classrooms; specialty rooms for art and music. A multipurpose room will be used for indoor physical activity, assemblies and lunch. A warming kitchen will be added for the food service program. Administrative office space will be provided. The building will be wired for administrative instructional use.

The building will meet ADA and life safety codes. The work required includes addition of handicapped accessible bathrooms and water fountains. The elevator may need to be upgraded. A new fire alarm and horn light system is needed. Although not required an in room phone / PA system will be added.

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

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.

**Applicant Response:**

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

There is no relationship between the owner and any of the above-mentioned parties.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes  
 No

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 1,000 feet of the facility.

**Applicant Response:**

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

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 with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/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; and/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.

**Applicant Response:**

Not Applicable for any individuals mentioned in Section A.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

**Applicant Response:**

A “conflict of interest” is a situation in which financial or other personal considerations may compromise, or have the appearance of compromising, a Director's judgment in administration and oversight of the charter school. All decisions made by the Board of Directors must be free of the undue influence of outside interests.

The mere appearance of a conflict may be as serious and potentially damaging as an actual affectation of judgment. Reports of conflicts based on appearances can undermine public support of the Academy in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

A conflict of interest may arise in regards to the Director's own business interests, interests of family members or even interests of others whose relation to the Director is likely to unduly sway the judgment of the Director.

Full disclosure is vital to preventing and resolving conflict situations. Full disclosure of relevant information and the establishment of a public record are in the best interest of both the Academy and the Director. Such disclosure must occur immediately upon learning of a real or perceived conflict of interest, and disclosure of all relevant facts must continue as long as the matter remains pertinent to the well being of the Academy.

Each Director is responsible for disclosing potential conflicts of interest. Disclosure shall be made to the other Directors, to the Principal of the Academy and to the Charter Management Organization (CMO), if any. If a Director learns of a conflict of interest more than forty-eight hours prior to a regular meeting of the Board of Directors, the Director should make the full disclosure via other written means at once. Such written means may be via electronic mail, facsimile or mail. Disclosure shall include the type of potential conflict, a description of all parties involved, the potential financial interests and rewards, possible violations of state and federal requirements, and any other information, which the Director feels necessary to evaluate the disclosure.

The information shall then be evaluated by the other Directors, the Principal and the CMO. The President of the Board, or other officer if the conflict is presented by the President, may seek legal counsel from the CMO or other attorney regarding the situation. The evaluation should include a consideration of state and federal requirements. No decisions regarding the matter about which there may be a conflict may be made until a vote is taken by the Directors regarding the conflict of interest.

Presented below are sample questions for use in evaluating potential conflicts of interest. The list is not inclusive and other questions related to special circumstances should be added as appropriate.

Has all relevant information concerning the conflict of interest been acquired (i.e., has there been full disclosure)?

- Do the Director's relevant financial interests suggest the potential for conflicts or the appearance of conflicts or bias?
- Is there any indication that the Director in his or her role as a Director has improperly favored any outside entity or appears to have incentive to do so?
- Has the Director inappropriately represented the Academy to outside entities?
- Is the Director involved in a situation that might raise questions of bias, inappropriate use of Academy assets, or other impropriety?
- Could the Director's circumstances represent any possible violation of federal or state requirements?
- Could the situation withstand public scrutiny?

At the next Board meeting or by unanimous written consent, the Directors shall vote as to the resolution of the conflict of interest. One situation may demand the use of more than one option listed below. This list of possible resolutions is not intended to be comprehensive:

- Public disclosure of all relevant information;
- Voting on a contract without any input from the Director with the conflict;
- Barring one or more vendors from servicing the Academy;

- Severance of outside relationships that pose conflicts;
- Resignation of the Director or removal of the Director from the Board; and
- Reimbursement by the Director to the Academy for excess expenses incurred and indirect costs incurred as a result of the conflict of interest.

After the vote by the Directors, the Secretary shall prepare and the President shall execute a final written decision which designates the conflict of interest and the resolution(s) to be taken and what further action is permissible, permissible with certain clearly specified conditions, or not permissible.

18. 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.

**Applicant Response:**

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the RFP process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

CCLCS is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home-school connection which is essential for preparing students for success in college. We believe that reaching our mission is possible through the ongoing involvement of families. CCLCS will support student success by aligning the expectations between the school and the home. CCLCS will have a fully time Family Coordinator on staff, who will work collaboratively with the school leadership and staff to create and enhance a culture of achievement and respect where high expectations and results are the norm. The school will have an 'open door' policy to encourage families to feel welcome and become active members of the school community. In addition, the school will provide multiple opportunities and varied structures to foster the family partnership. These include but are not limited to:

- A **Family, Student and School Compact** which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- **Home Visits** welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An **Annual Summer Orientation** provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student-Family Handbook*. All new students, families and staff participate in an orientation to welcome them to the LHA community.
- **Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.
- **Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.
- **Quarterly Family-Student-Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the CCLCS board, volunteer in the school and organize school events. At least one parent who serve on the Board. Many other board members are members of the local community as well.

20. 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* from which the public charter school seeks to be exempted 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.**

**Applicant Response:**

In order to implement the LHA school program fully and effectively, we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the CCLCS with the following waivers:

1. **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 grade of 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.”**

CCLCS requests this set of waivers because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon.

Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and the fine and performing arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have received their experience in a private school or have taken a non-traditional path to the classroom.

All of our teachers will be Highly Qualified and will need to meet specific and rigorous LHA network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Accomplished Teacher (National Board); Smartbrief of Educators; Teachers of Color, and Special Education Teachers. For the 2013-14 school year, at Jacksonville Lighthouse Charter School, these efforts yielded over 300 applicants from 25 states. The school will participate in the state's Pathwise program which is designed to advance teacher learning and provides a series of professional development activities that will successfully prepare novice teachers to acquire a standard license. Working artists, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy compliment in-state hires at each LHA school, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.

2. **We request 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);**

Lighthouse's model uses more time on instruction to accelerate student achievement. A longer school year, 190 instructional days, requires that the start date and end of date of school is extended.

3. **We request a waiver from Ark. Code Ann. § 6-13-601 et seq., (school district boards of directors - generally) and Ark. Code Ann. § 6-14-101 et seq. (school board elections);**
4. **We request a waiver from Ark. Code Ann. §§ 6-17-2201 et seq. and 6-17-2401 et seq. Minimum teacher compensation schedule.**

This requirement is quite straightforward. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the LHA compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in our budgeting.

**5. We request a waiver from the following rules governing standards for accreditation:**

**7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress....**

We intend to provide a great deal of information to our parents and community. However, a report published by November 15 of our first year would only have data based on roughly eight weeks of school. Given the demands of the start-up period and this lack of data, we request permission to publish the required reports referred to in 7.02.2 beginning in our second year of operation.

**7.03.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.**

We request a waiver from this rule because we have requested a waiver from the report to which it refers. Again, we will not have enough data by this time to draw any conclusions. We propose instead to hold a "State of the School" meeting at roughly the same time. At this meeting, the principal will share anecdotal reports on the school's progress towards implementing the CCLCS program as detailed in the charter. We propose to begin holding the specific meeting described in 7.03.1 in our second year.

**6. 8.01 Each school district shall form a coalition ... to develop and implement a ... plan for ... involvement in the delivery of ... youth services....**

We request a waiver from this rule because we will do the same work in a different way. CCLCS represents the coming together of parents, different agencies and institutions, and business and industry, as stated in the text of the rule, to improve options and support for youth in Pulaski County. Community members will sit on the school's board, and its existence will improve the delivery of services to children. It is our contention that forming an additional body would be redundant and could limit the effectiveness of that body as well as the board and management of the school.

**7. 10.02 CLASS SIZE AND TEACHING LOAD**

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 750 for grades K-12. Class size at CCLCS will not exceed 22 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.

**8. 15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.**

CCLCS will employ a full-time Principal, Director of Teacher Leadership and School Operations Manager. This

team will have a great deal of support from LHA and a local contractor for Business Management services. LHA regional staff will prepare documents for the Board and for the Arkansas Department of Education, conduct recruitment and fundraising efforts, and interface with the same stakeholders traditionally courted by superintendents. The position would be both costly and redundant to our model and we request a waiver from this rule.

**9. Ark. Code Ann. § 6-25-101 et seq. concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.”**

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with LHA, to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

**10. Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted & 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**

CCLCS is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school - usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher but offer an academic program that will meet their needs. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

21. Describe the potential impact of the proposed 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.

**Applicant Response:**

CCLCS is a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. At full enrollment, the school will reach 750 students over a five year period. CCLCS expects to enroll students from local school districts, private schools and home schools. The impact appears to be very small.

The local school district may lose state student funding when students leave but they also lose the expense of educating those students. In those simple terms, the amount of per-pupil money left for districts to educate the remaining students doesn't change at all. While the district loses out on state funding that travels with the student, they keep 100% of all local funding. Most of the students who transfer to charter schools also live in the district where their parents pay taxes. The tax support remains in the district. Charter schools across the country are also having a positive effect on traditional public school districts. Under the right circumstances, charter schools can be very effective learning labs for traditional public schools. The attitudes of many leading administrators of traditional public schools are changing to reflect the idea that charter schools, by promoting accountability and positive competition, can be drivers for much needed change. In fact, qualitative research shows that many administrators are looking to charter schools for models to increase their focus on customer service, parent engagement and communication.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

**Applicant Response:**

Dr. Phillis Nichols Anderson is Senior Vice President responsible for schools in Arkansas, Oklahoma, New York and Washington, D.C. She has led the fastest growing region in the Lighthouse Network. During this period, she opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. The Air Force base campus is one of a select number of charter schools on active military bases. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. Pine Bluff Arkansas is one of the highest need communities in the state. When Pine Bluff Lighthouse opened in 2011, it was the only charter school in the community. Dr. Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications for over a decade. She has experience as an administrator in some of the most challenging school districts across the country including Washington, D.C.; Prince George's County, Maryland; and Little Rock Public Schools. Dr. Anderson is a product of the University of Arkansas system receiving her Bachelor's degree from UAPB and her Master's and Doctorate degrees in Educational Leadership from UALR. She also attended the Charter School Institute at Harvard University. Dr. Anderson will continue to oversee the region and support the school leaders as needed.

Lenisha Broadway is the Regional Vice President responsible for Arkansas. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Lisa Clay is the Community Development Associate for Lighthouse Academies, Inc. She is responsible for new business development support, national marketing and local marketing support. She will support the local marketing efforts for CCLCS allowing for a smooth recruitment process and an active community role. She has been working with Lighthouse schools for more than seven years. Ms. Clay holds a B.A. from the University of Rochester and a M.S. from Boston University.

## ATTACHMENT A: EVIDENCE OF ELIGIBLE ENTITY

An application (Form 1023) for Exemption under Section 501(c)(3) for Lighthouse Academies of Central Arkansas, Inc. was submitted In January 2013. The application was sent via UPS and received by the IRS on January 14, 2013. Proof of receipt from UPS is included below. Also attached is letter from Cox, Sargeant & Burns, P.C. indicating that the IRS confirmed by phone receipt of application. We have also submitted a request to have the application expedited.

### Form 1023 Checklist (Revised June 2006)

COPY

#### 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 <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

- 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 2, Article 5
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- 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

COPY

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](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

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

**Part I Identification of Applicant**

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Lighthouse Academies of Central Arkansas, Inc.		Lighthouse Academies, Inc.	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
251 North First Street		46-1471087	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Jacksonville, AR 72076		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 501-374-5001	
a Name: Dr. Phillis Nichols Anderson		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: <b>The organization does not yet have a website.</b>			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		6 / 9 / 2011	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

**Part II Organizational Structure**

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

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

**Part III Required Provisions in Your Organizing Document**

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

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 2, Article 5**
- 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 2, Article 6**
- 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)
See attached			

**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)
<b>None</b>			

**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)
<b>Lighthouse Academies, Inc.</b>		<b>1661 Worcester Road, Suite 107 Framingham, MA 01701</b>	<b>See attached</b>

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.

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**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.

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**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

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**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

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**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

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

Attach a description of each fundraising program.

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

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

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

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

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

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

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

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

**b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.  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)**

- |           |  |  |   |
|-----------|--|--|---|
| <b>15</b> | Do you have a <b>close connection</b> with any organizations? If "Yes," explain.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>16</b> | Are you applying for exemption as a <b>cooperative hospital service organization</b> under section 501(e)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>17</b> | Are you applying for exemption as a <b>cooperative service organization of operating educational organizations</b> under section 501(f)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>18</b> | Are you applying for exemption as a <b>charitable risk pool</b> under section 501(n)? If "Yes," explain.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>19</b> | Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>20</b> | Is your main function to provide <b>hospital or medical care</b> ? If "Yes," complete Schedule C.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>21</b> | Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly</b> or <b>handicapped</b> ? If "Yes," complete Schedule F.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>22</b> | 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. | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |

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

**Part IX Financial Data**

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

**A. Statement of Revenues and Expenses**

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From <u>1/1/12</u> To <u>11/30/12</u>	(b) From <u>7/1/14</u> To <u>6/30/15</u>	(c) From <u>1/1/15</u> To <u>6/30/16</u>	(d) From <u>7/1/16</u> To <u>6/30/17</u>	
<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	0	150,000	150,000	150,000	450,000
<b>2</b> Membership fees received					
<b>3</b> Gross investment income					
<b>4</b> Net unrelated business income	0	300	400	500	1,200
<b>5</b> Taxes levied for your benefit					
<b>6</b> 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)					
<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
<b>8</b> Total of lines 1 through 7	0	150,300	150,400	150,500	451,200
<b>9</b> 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)	0	1,586,844	1,712,164	2,028,421	5,327,429
<b>10</b> Total of lines 8 and 9	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
<b>12</b> Unusual grants					
<b>13</b> Total Revenue Add lines 10 through 12	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>14</b> Fundraising expenses					
<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
<b>17</b> Compensation of officers, directors, and trustees					
<b>18</b> Other salaries and wages	0	775,370	988,370	1,140,770	
<b>19</b> Interest expense	0	10,350	6,750	3,375	
<b>20</b> Occupancy (rent, utilities, etc.)	0	175,000	225,000	400,000	
<b>21</b> Depreciation and depletion					
<b>22</b> Professional fees	0	100,000	150,000	150,000	
<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	0	595,345	698,677	528,040	
<b>24</b> Total Expenses Add lines 14 through 23	0	1,656,065	2,068,797	2,222,185	

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

Year End: **2011**

Assets		(Whole dollars)
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	<b>Total Assets (add lines 1 through 10)</b> . . . . .	<b>11</b>
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	<b>Total Liabilities (add lines 12 through 15)</b> . . . . .	<b>16</b> 0
Fund Balances or Net Assets		
17	Total fund balances or net assets . . . . .	17
18	<b>Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</b> . . . . .	<b>18</b> 0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

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

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. 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](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

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

.....  
 (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](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No

If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).

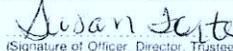
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).

2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).

3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

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

Please Sign Here

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

Susan Forte  
(Type or print name of signer)

12/19/12  
(Date)

President  
(Type or print title or authority of signer)

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

**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?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

**Note.** Make sure your answer is consistent with the information provided in Part 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 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.

**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



COX, SARGEANT & BURNS, P.C.  
Attorneys at Law

August 14, 2013

Dr. Phillis Nichols.Anderson  
Lighthouse Academies, Inc.  
1661 Worcester Road, Suite 207  
Framingham, MA 01701

Dear Dr. Nichols.Anderson:

The application for recognition of exemption on Form 1023 for Lighthouse Academies of Central Arkansas, Inc. was received by the Internal Revenue Service ("IRS") on January 14, 2013. Attached is confirmation of delivery. Yesterday, I confirmed with the IRS by telephone that the application was received in January 2013. The IRS said acknowledgement of the application will be sent within 7 to 14 days. On July 9, 2013, we also filed a request with the IRS to have the application expedited. To date, we have received no response to that request.

Please do not hesitate to contact me if you have any questions.

Very truly yours,

Russell Cox

RC:sm  
cc: Lisa Clay  
Enclosure  
32591



May 28, 2013  
Shipper F398X4  
Page 1 of 1

ATTN : VICKIE HAGUE  
PHONE : (317)469-4120

**DELIVERY NOTIFICATION**

INQUIRY FROM: VICKIE HAGUE  
COX SARGEANT BURNS PC  
8440 WOODFIELD XING STE 450  
INDIANAPOLIS IN 46240-4393

SHIPMENT TO:		201 W RIVERCENTER BLVD COVINGTON KY 41011424	
Shipper Number.....	<b>F398X4</b>	Pickup Date.....	<b>01/09/13</b>
Number of Parcels.....	<b>1</b>	Weight.....	<b>1 LBS</b>
Tracking Identification Number...	<b>1ZF398X4NT98308471</b>	Merchandise.....	<b>TAX EMEMPTION APPLICATION</b>

According to our records 1 parcel was delivered on 01/14/13 at 8:49 A.M., and left at DOCK. The shipment was signed for by SCGVRLE as follows:

The package was missing the shipping label and delivered under the UPS tracking number 1Z777A9R0371272268.

Merchandise Description 1: TAX EMEMPTION APPLICATION

SHIPPER NUMBER	PKG ID NO.	TRACKING NUMBER	ADDRESS (NO./STREET,CITY)	SIGNATURE
777A9R		1Z777A9R0371272268	201 W RIVERCENTER BLVD COVINGTON	<i>SCGVRLE</i>

T890NTFM:000A0000

## ATTACHMENT B: PUBLIC HEARING DOCUMENTATION

Please find below copy of ad that ran in the Arkansas Democrat Gazette on June 27, July 4 and July 11. Also below please see copy of invoice showing that the ad was published on these dates.

Charleena Sims, told jurors that Sims had playfully put the knife against her neck but she hadn't considered the gesture threatening. Brazeal said he'd met Sims that night through Monroe, who is engaged to

According to testimony, Charleena Sims, who is charged with aggravated assault in the case over accusations she threatened her sister with the gun, is scheduled to stand trial next week.

kitchentuneup.com  
Refacing | Resurfacing | Cabinets | 1 Day Tune-Up  
Let Us Customize A Solution For You!  
**501.223.8888**  
Locally owned by Susan & Charlie Johnson

**Getting it straight**  
The Democrat-Gazette wants its news reports to be fair and accurate. We correct all errors of fact. If you know of an error, write:  
**Frank Fellone**  
Deputy Editor  
P.O. Box 2221  
Little Rock, Ark. 72203  
or call 378-3475 during business hours Monday through Friday.

Ballet Arkansas Artistic Director Michael Bearden, although new to the position, has served as an artistic adviser and dancer for the company in previous years. An article in Wednesday's edition about the ballet's fundraising for its planned move to Main Street in Little Rock misstated Bearden's history with the company.

Lighthouse Academies of Central Arkansas, Inc. plans to submit an application to the State Board of Education to open a public charter school in North Little Rock, Arkansas.

**Notice of Public Hearing**  
First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Thursday, July 18, 2013, 6:30 PM

All are welcome to join us to learn more about Lighthouse Academies and the education opportunities we will bring to your community.

 We prepare our students for college through a rigorous arts-infused program.

**MEMBER EVENT**  
Subaru MDX

**Maintain the Love**  
Loving your Subaru is even easier now, because Riverside Subaru is looking after you.

COMPLIMENTARY MAINTENANCE  
Complimentary scheduled maintenance for 2 years or 25,000 miles. Includes: Oil and filter changes, tire rotation, cabin filters, all recommended inspections and road side based coverage.



**2013 Subaru Impreza 2.0i**

  
VIN: DG852192      **Sale Price \$18,500**

## PRE BILL FOR 06/27/13 to 07/31/13

ARKANSAS DEMOCRAT-GAZETTE, INC.  
 BUSINESS OFFICE - RETAIL DISPLAY  
 P.O. Box 2221  
 LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail...

LIGHTHOUSE ACADEMIES, INC  
 251 NORTH 1ST ST  
 JACKSONVILLE, AR 72076

ACCOUNT NUMBER: 1611607

Publ Ad #	Date	Description	Size	UM	Unit Rate	Amount
AD 1669144	06/27/13	Notice of Publi	8.00	in	80.280	642.24
AD 1669144	07/04/13	Notice of Publi	8.00	in	80.280	642.24
AD 1669144	07/11/13	Notice of Publi	8.00	in	80.280	642.24

TOTAL PRE BILL CHARGES: 1,926.72

PRE BILL TOTAL: 1,926.72

Please find below copies of the emails and notifications letters that were sent to ADE and superintendents of school districts.

**From:** [Phillie Nichols Anderson](#)  
**To:** [Keisha Mattox \(ADE\)](#); [Mary Berry \(ADE\)](#); [kispeik@nlrsd.org](mailto:kispeik@nlrsd.org)  
**Cc:** [Lenisha Broadway](#); [Susan Forte](#); [Phillie Nichols Anderson](#); [Lisa Clay](#)  
**Subject:** RE: July 1 Enrollment Count Form deadline REMINDER  
**Date:** Thursday, June 27, 2013 11:19:24 PM  
**Attachments:** [CCLCS LOI ADE 6.28.13.pdf](#)  
[LOI to NLRSD. 6.29.13.pdf](#)

---

Hello,

Please accept the Letters of Intent and Notice of Public Hearing for Capitol City Lighthouse Charter School.

Please advise if any additional information is needed.

Best regards,

Phillie L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
901 Main St. Suite 203  
North Little Rock, Arkansas 72116  
501-374-5000 Office  
501-374-5000 Fax



[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

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Please consider the environment before printing this e-mail.

**From:** [Phillis Nichols Anderson](#)  
**To:** [morris.holmes@lrsd.org](mailto:morris.holmes@lrsd.org)  
**Cc:** [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)  
**Subject:** Notification of Public Hearing  
**Date:** Friday, July 12, 2013 12:47:58 PM  
**Attachments:** [CLCS Notice of Public Hearing, LRSD 07.13.pdf](#)

---

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 208  
North Little Rock, Arkansas 72116  
501-374-5000 Office  
501-374-5010 Fax



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# Lighthouse Academies of Central Arkansas

July 11, 2013

Superintendent  
Little Rock School District  
810 W. Markham  
Little Rock, AR 72201

*\*Sent via Email\* as listed on ADE Website*  
[morris.holmes@lrzd.org](mailto:morris.holmes@lrzd.org)

Dear Superintendent:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

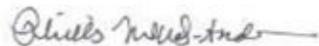
Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main St. Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

**Notice of Public Hearing**  
First Baptist Church Main  
2015 Main St.  
Thursday, July 18, 2013  
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

Enclosure: LOI to ADE.

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401 Main St · Little Rock, AR 72116 · Ph: 501.374-5001 · Fax: 501.374-5010  
[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

**From:** [Phillis Nichols Anderson](#)  
**To:** [jqmess@pcssd.org](mailto:jqmess@pcssd.org)  
**Cc:** [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)  
**Subject:** Notification of Public Hearing  
**Date:** Friday, July 12, 2013 12:49:59 PM  
**Attachments:** [CCLCS Notice of Public Hearing, PCSSD 0713.pdf](#)

---

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, EdD.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 208  
North Little Rock, Arkansas 72116  
501-374-6000 Office  
501-374-9000 fax



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Please consider the environment before printing this e-mail.

## Lighthouse Academies of Central Arkansas

June 24, 2013

Superintendent  
North Little Rock School District

*\*Sent via EMail\**  
*jguess@pcssd.org*

Dear Superintendent Guess:

Lighthouse Academies of Central Arkansas recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main St. Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

**Notice of Public Hearing**  
First Baptist Church Main  
2015 Main St.  
Thursday, July 18, 2013  
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

Enclosure: LOI to ADE.

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[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

Please find below copies of the sign in sheets from the public hearing showing the support and attendance at the event.

**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Public Hearing Sign In Sheet**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Quavana Bryant	qbryant@lighthouse-academies.org
Renata Bryant	rbryant@lighthouse-academies.org
Amber Bailey	abailey@lighthouse-academies.org
Adriane Smith	adsmith@lighthouse-academies.org
Lashawnda Noel	501.353.8251 lashawnda.noel@gmail.com
Brend Buel	bbuel@lighthouse-academies.org
Lynette Bell	Lhdbell_1@hotmail.com
Keith Klosky	NORTH LITTLE ROCK STATES MAIL
Michael Taylor	mitaylor@lighthouse-academies.org
Chris Carter	ccarter@lighthouse-academies.org
Lenisha Broadway	lbroadway@lighthouse-academies.org
Amanda Crawford	acrawford@lighthouse-academies.org
Norman Whitfield	nwhitfield@nwhitfield.org
Savannah Huggins	501-744-7840 mi22v.1000@gmail.com
Erin Butler	

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Public Hearing Sign In Sheet**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School; North Little Rock*

NAME	Contact Information Phone or Email
Shannon Huggins	Shanhuggins@yahoo.com
Twana Marshall	501-234-7929
Susan Forte	501 2473674
Kendra Harris	501 707-5453
Bryonna Anthony	
Marsha Davis	501-690-1441
Telly Neal	837-9595
Shells Anderson	501 265 9366
Janice Martin	501 7581384
Belinda Buenev	501-376-8144

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Public Hearing Sign In Sheet**

*Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Barry Anthony	
Darius Anthony	

We prepare our students for college through a rigorous arts-infused program.

Additional Petitions of Support:

Lighthouse Academies of Central Arkansas  
 Capitol City LIGHTHOUSE CHARTER SCHOOL  
 Petition of Support

Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock

NAME	Contact Information Phone or Email
Theresa Hervey	501-765-0224
Tory Grant	501-400-8528
Dontreall Jones	501-309-7430
Antino Robinson	501-744-2585
JONATHAN BOWEN	501-541-0166
Vondrae Hagkins	501-454-3374
Clint Arnold	501-410-5990
Shaneiya Gill	501-744-5701
Annie Z. Latham	771-93574
Steven Doye	240-6338
Starlesha Benskins	541-8860
Angeline Ross	960-6397
Pratanga Fendon	(501) 398-6832
Lanyan Adams	(501) 838-5941
Carletha Surratt	501-716-7619

We prepare our students for college through a rigorous arts-infused program.

[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

Lighthouse Academies of Central Arkansas  
 Capitol City LIGHTHOUSE CHARTER SCHOOL  
 Petition of Support

Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock

NAME	Contact Information Phone or Email
Crystal Maxwell	(501) 838-6690
Laven Lewis	11 11
Deidra Cox	398-2563
Antonio Lara	501-960-5996
Barbara Thompson	501-541-8866
Emanuel Wright	501-838-3016
Frankie Henderson	501-779-5542
Nichaya Hardy	501-838-4802
Debra Madrigal	501 600 0067
Woodell Waters	501-612-9457
Sherrine Purvis	501-841-7243
Turel Harmon	501 374-6152
Deirdra Jones	501 838-5975
Frank <sup>TINK</sup> Ross	501 604 7987
Pauline Brooks	501 444 7628

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Lighthouse Academies of Central Arkansas  
 Capitol City LIGHTHOUSE CHARTER SCHOOL  
 Petition of Support

Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock

NAME	Contact Information Phone or Email
Fieldie Jackson	454-5131
Minnie Bailey	758-3193
Katerina Lewis	144-1863
Tiffany Watson	501-539-10070
Zenetta Smith	501-54-6401
Kathleen Hubenschmidt	870/443-6777
Rev. James - Sparks	501/753-55-98
Sis Ruby Jean Eason	501 / 753-5598
April Morris	501-349-4541
Erica Danc	(501) 744-2105
Charly Smith	501-563-9370
Natasia Watson	501-221-2646
Althea Simmons	501-744-2065
Eric Williams	501-744-2065
Mona Nation	501-662-2349

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Lighthouse Academies of Central Arkansas  
 Capitol City LIGHTHOUSE CHARTER SCHOOL  
 Petition of Support

Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock

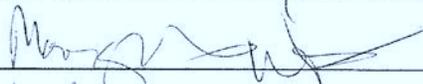
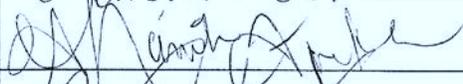
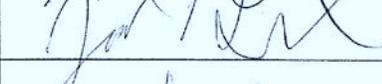
NAME	Contact Information Phone or Email
Larry Robinson	501-612-5103
Kendra Lewis	501 744-7874
Erica Johnson	501 249-2824
Herman Redman	501-249-4574
Margulie Bittel	
Dwayne Jarrett	(501) 744-1125
Catelyn Schirraugh	
Michelle Grayson	
MARTIN WOFFORD	(501) 444-0999
Madie Wofford	(773) 639-7646
Stephanie Brind	(701) 332-8777
Princeton Sattles	(890) 530 3696
Brothney Jean Smith	501) 346-3403
Maria Ann Durbin	501 744584
Temara George	501 838-4560

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Lighthouse Academies of Central Arkansas  
 Capitol City LIGHTHOUSE CHARTER SCHOOL  
 Petition of Support

Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock

NAME	Contact Information Phone or Email
	
Jules C. [unclear]	501-744-4101
Ponnie Lasker	501-916-0120
Kantashia Gartin	501-612-6060
Kristy Smith	501 398-3530
Chandrika Dennis	501 398 3452
	601 615 3204
	219-776-0301
Katarino	
Kesha Kelley	501 812-8176
Brittney Taylor	501-218-3915
Cedrick Holman	501 296-4142
Candy Barms	501-355-1162
Krenchelle Barnum	501 407-7112
Estella W. West	501-812-0651

We prepare our students for college through a rigorous arts-infused program.

[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

## ATTACHMENT C: EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

Please find letters of support attached below.

REPRESENTATIVE  
Eddie L. Armstrong  
P. O. Box 5323  
North Little Rock, AR 72119-5323

501-444-8468 Business  
earmstrong4rep@gmail.com

DISTRICT 37

Counties:  
Part Pulaski

COMMITTEES

Revenue and Taxation  
Sales, Use, Miscellaneous Taxes and  
Exemptions Subcommittee

Vice Chairperson, City, County and  
Local Affairs



STATE OF ARKANSAS

## House of Representatives

August 2, 2013

Arkansas State Board of Education  
4 Capitol Mall  
Little Rock, Arkansas 72201

Dear Board Members,

I am writing to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the North Little Rock area, and its mission to prepare students for college through a rigorous arts-infused program.

The arts are a powerful set of disciplines to use in the effort to narrow the gap between low socio-economic status students, who are not highly involved in the arts, and their higher socio-economic status peers. This arts-infused program has brought students, families, and communities together through a common sense of pride throughout other areas of our state.

Our state has developed standards for student achievement in arts education, but school districts are not required to provide instruction in the arts disciplines. Studies show that students with high levels of involvement in the arts improve their performance at school in many ways. The arts are also a means of reaching students not currently being reached, such as those at risk of not learning to their full potential.

Quality public charter schools, like the proposed Capitol City Lighthouse Charter, should be afforded the opportunity to expand to reach more children in need, and the district in which I serve. As a board member, you are in the unique position to craft policy, implement change, and fund schools that encourage administrators and educators to improve the quality and delivery of instruction. Please support this strong arts-infused education program.

Thank you for all that you do on behalf of the state of Arkansas.

Sincerely,

A handwritten signature in blue ink that reads "Eddie L. Armstrong".

Eddie L. Armstrong



It is with great pleasure that I write this letter of support for Capital City Lighthouse Charter application. The board of Capital City and the staff of Lighthouse Academy have already proven themselves to be an integral part of the Central Arkansas educational community and I wholeheartedly endorse their application to provide families in North Little Rock an additional education option.

As a business leader in this area, I feel it is very important for children and families to have quality educational choices. Lighthouse has provided those choices in Jacksonville, Pine Bluff and many other cities across the country. I am confident that their endeavor in North Little Rock will only serve to strengthen our community and help us to produce stronger scholars, more college graduates and ultimately better employees and business owners. I urge you to approve this application with the children and families of my community in mind.

Sincerely,

Shedrick Warren III

G4L Custom Embroidery  
Gifts & Apparel  
4231 East McCain Blvd.  
North Little Rock, AR 72117



**FBC**

PASTOR  
Dr. D.L. Richardson, Ph.D.

BUSINESS ADMIN.  
Jean Ridgle

CHURCH CLERKS  
Evelyn Thomas  
Eglah Greaves  
Yvette Rhodes

DEACON COUNCIL  
Earnest Sergent, Ch.  
James Wafford, Jr  
Wayne Ridgle  
Aaron Thomas, Sr.  
Charles McMullen  
LeJerris Allen

TRUSTEES  
Aaron Thomas, Sr.  
Herbert Campbell  
Toni Moore  
Michael Murray

July 14, 2013

To: Capitol City Public Charter School  
From: Dr. D.L. Richardson, Pastor  
RE: Support

To Whom It May Concern:

I am honored to be afforded the opportunity to share a word of support for the great service your organization is doing in the community especially through higher education. I believe that higher education is one of the major pillars to success in this 21 century and your organization has been a proven advocate in this arena through your educational programs. As you investment in our young men and women through scholastic achievement, I am convinced that it succors in making a difference in their lives as well as the lives of others.

It's rewarding to know that there are organizations such as Capitol City Public Charter that offer a nurturing environment with highly effective teachers who are committed to sharing knowledge, skill, and values necessary for developing responsible citizenship in our young people. Thank you for your commitment to life-long learning and I pray you will continue to be a visible and generous partner of advanced education.

In His Name,

A handwritten signature in cursive script that reads "D.L. Richardson".

D.L. Richardson, Ph.D.

*FIRST BAPTIST CHURCH*

*811 Scipio A. Jones Drive, North Little Rock, Arkansas 72114  
Church Office: 501/374-9394 Pastor's Office: 501/375-3145  
Fax: 501/372-7806*

*William L. Robinson, Pastor*

July 26, 2013

Arkansas Department of Education  
State Board of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201

To the Board of Education Members:

Greetings to you on this blessed day. I am writing to support the initiative of expansion to North Little Rock, Arkansas of the Capitol City Lighthouse Charter School. As an advocate, of all children should receive an above average education, this charter school will assist the regular schools through smaller class sizes and more intense teaching/study plans.

Not all children can learn appropriately using the same lesson plan so there should be options in place. After reviewing the materials that I received; this plan will help the student and parent prepare for the next level and not remain comfortable within their present group. Assessments and additional learning tools will help meet the student's individual learning standards.

The "LHA" Program will, if given the opportunity, be an asset to the educational programs already in place. Let's coordinate with the other schools and give them an opportunity to provide a fulfilled learning environment. If I may be of assistance to you, please call me immediately at (501) 375-3145.

Sincerely,

  
Pastor William L. Robinson

*The Church With The Christian Atmosphere  
Where You Can End Your Search For A Friendly Church*

July 24, 2013

Arkansas State Board of Education  
4 Capitol Mall  
Little Rock, Arkansas 72201

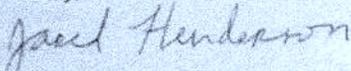
Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Capitol City area.

Lighthouse Academy (LHA) schools in Jacksonville and Pine Bluff are doing a tremendous job meeting the needs of students and families in these communities. LHA provides a rigorous education to all students, with the ultimate goal of preparing each child for college and beyond. The expansion to the Capitol City should not only do the same for children in the North Little Rock area, but also provide more choice to parents and guardians in our community.

All in all, quality public charters such as Lighthouse Academies should be afforded the opportunity to expand to reach more children in this area of the state, and as a partner in this work, and as a citizen that has met Lighthouse school leaders and numerous Lighthouse teachers, I strongly support the expansion of this charter network.

Sincerely,



Jared K. Henderson

Jared Henderson  
300 East Third St.  
Little Rock, AR 72201  
Phone: 501-529-7787  
Email: [jared.k.henderson@gmail.com](mailto:jared.k.henderson@gmail.com)



## ATTACHMENT E: DAILY SCHEDULE 2014-15

The daily schedule varies slightly by grade. Please find below sample schedules for grades 3 and 5.

GRADE 3 SAMPLE SCHEDULE

	Mon	Tue	Wed	Thur	Fri
7:15-7:50					
8:00-8:15	Morning Meeting				
8:15-9:15	Art	Music	Computer	Spanish	PE
9:15-10:45	ELA	ELA	ELA	ELA	ELA
10:45-11:30	Social Studies				
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	SPARK DUTY				
12:30-1:30	Focus	Focus	Focus	Focus	Focus
1:30-3:00	Math	Math	Math	Math	Math
3:00-3:45	Science	Science	Science	Science	Science
3:45-4:00	Closing Circle				

GRADE 5 SAMPLE SCHEDULE

	Mon	Tue	Wed	Thur	Fri
7:15-7:50					
8:00-8:15	Circle of Power and Respect				
8:15-9:45	ELA	ELA	ELA	ELA	ELA
9:45	Switch Classes				
9:45-11:15	Math	Math	Math	Math	Math
11:15-12:15	Math Lab	Literacy Lab	Math Lab	Literacy Lab	Math Lab
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:10	Spark	Spark	Spark	Spark	Spark
1:10-2:10	Computer	PE	ART	Music	Spanish
2:10-3:00	Social Studies				
3:00	Switch Classes				
3:00-3:50	Science	Science	Science	Science	Science
3:50-4:00	Closing Circle				

**Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2014-2015</b>	<b>Salary 2014-2015</b>	<b>2015-2016</b>	<b>Salary 2015-2016</b>
<i>Line#</i>	<b>List Positions</b>	<b>No. FTEs</b>		<b>No. FTEs</b>	
1	Principal	1	\$80,000.00	1	\$82,400.00
2	Director of Teaching & Learning	1	\$55,000.00	2	\$55,825.00
3	Director of Student Services	1	\$40,000.00	1	\$41,200.00
4					
5					
6					
7	<b>Subtotal:</b>		\$175,000.00		\$235,250.00
8	Fringe Benefits (rate used 30%)		\$52,500.00		\$70,575.00
9	<b>Total Administration:</b>		\$227,500.00		\$305,825.00

<b>Regular Classroom Instruction:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
10	Teachers	17	\$34,000.00	19	\$35,020.00
11	Aides	1	\$24,000.00	2	\$24,720.00
12	<b>Subtotal:</b>		\$602,000.00		\$714,820.00
13	Teacher Fringe Benefits (rate used 30%)		\$173,400.00		\$199,614.00
14	Aide Fringe Benefits (rate used 30%)		\$7,200.00		\$14,832.00
15	<b>Total Regular Classroom Instruction:</b>		\$782,600.00		\$929,266.00

<b>Special Education:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
16	Teachers	1	\$34,000.00	1	\$35,020.00
17	Aides	1	\$24,000.00	1	\$24,720.00
18	<b>Subtotal:</b>		\$58,000.00		\$59,740.00
19	Teacher Fringe Benefits (rate used 30%)		\$10,200.00		\$10,506.00
20	Aide Fringe Benefits (rate used 30%)		\$7,200.00		\$7,416.00
21	<b>Total Special Education:</b>		\$75,400.00		\$77,662.00

<b>Gifted and Talented Program:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				\$0.00
27	<b>Total Gifted and Talented Program:</b>				\$0.00

**Alternative Education Program/  
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

	2014-2015 No. FTEs		2015-2016 No. FTEs	
34 List Positions				
ELL Coordinator	0.25	\$34,000.00	0.25	\$35,020.00
35				
36				
37				
38				
39 <b>Subtotal:</b>		\$8,500.00		\$8,755.00
40 Fringe Benefits (rate used 30%)		\$2,550.00		\$2,626.50
41 <b>Total English Language Learner Program:</b>		\$11,050.00		\$11,381.50

**Guidance Services:**

	2014-2015 No. FTEs		2015-2016 No. FTEs	
42 List Positions				
Guidance Counselor	1	\$40,000.00	1	\$41,200.00
43				
44				
45				
46				
47 <b>Subtotal:</b>		\$40,000.00		\$41,200.00
48 Fringe Benefits (rate used 30%)		\$12,000.00		\$12,360.00
49 <b>Total Guidance Services:</b>		\$52,000.00		\$53,560.00

**Health Services:**

	2014-2015 No. FTEs		2015-2016 No. FTEs	
50 List Positions				
Nurse	0.75	\$32,000.00	0.75	\$32,960.00
51				
52				
53				
54				
55 <b>Subtotal:</b>		\$24,000.00		\$24,720.00
56 Fringe Benefits (rate used 30%)		\$7,200.00		\$7,416.00
57 <b>Total Health Services:</b>		\$31,200.00		\$32,136.00

**Media Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59 _____		
60 _____		
61 _____		
62 _____		
63 <b>Subtotal:</b>		
64 Fringe Benefits (rate used _____)		
65 <b>Total Media Services:</b>		

**Fiscal Services:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67 _____		
68 _____		
69 _____		
70 _____		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used _____)		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 Custodian	2.5	3
75 _____		
76 _____		
77 _____		
78 _____		
79 <b>Subtotal:</b>	\$45,000.00	\$55,620.00
80 Fringe Benefits (rate used 30% )	\$13,500.00	\$16,686.00
81 <b>Total Maintenance and Operation:</b>	\$58,500.00	\$72,306.00

**Pupil Transportation:**

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 Bus Driver	1	1
83 _____		
84 _____		
85 _____		
86 _____		
87 <b>Subtotal:</b>	\$23,500.00	\$24,205.00
88 Fringe Benefits (rate used 30% )	\$7,050.00	\$7,261.50
89 <b>Total Pupil Transportation:</b>	\$30,550.00	\$31,466.50

**Food Services:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
90	Food Service Worker	1	\$20,000.00	1	\$20,600.00
91					
92					
93					
94					
95	<b>Subtotal:</b>		\$20,000.00		\$20,600.00
96	Fringe Benefits (rate used 30%)		\$6,000.00		\$6,180.00
97	<b>Total Food Services:</b>		\$26,000.00		\$26,780.00

**Data Processing:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
98	School Operations Manager	1	\$35,000.00	1	\$36,050.00
99	Office Assistant	1	\$24,000.00	1	\$24,720.00
100					
101					
102					
103	<b>Subtotal:</b>		\$59,000.00		\$60,770.00
104	Fringe Benefits (rate used 30%)		\$17,700.00		\$18,231.00
105	<b>Total Data Processing:</b>		\$76,700.00		\$79,001.00

**Substitute Personnel:**

		<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
106	Number of <b>Certified</b> Substitutes 2	2	\$14,250.00	2	\$14,250.00
107	Number of <b>Classified</b> Substitutes _____				
108	<b>Subtotal:</b>		\$28,500.00		\$28,500.00
109	Certified Fringe Benefits (rate used 23%)		\$6,555.00		\$6,555.00
110	Classified Fringe Benefits (rate used _____)				
111	<b>Total Substitute Personnel:</b>		\$35,055.00		\$35,055.00

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$1,406,555.00		\$1,654,439.00
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>State Public Charter School Aid:</b>			
<b>2014-2015</b>			
1	No. of Students <u>344</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,243,224.00</u>	
2	No. of Students <u>344</u> x <u>\$44.00</u> Professional Development	<u>\$15,136.00</u>	
3	No. of Students <u>245</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$253,085.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
<b>2015-2016</b>			
6	No. of Students <u>394</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,569,274.00</u>
7	No. of Students <u>394</u> x <u>\$44.00</u> Professional Development		<u>\$17,336.00</u>
8	No. of Students <u>280</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$289,240.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$2,511,445.00</u></u>	<u><u>\$2,875,850.00</u></u>
<b>Other Sources of Revenues:</b>			
<i>( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other ( <i>Specifically Describe</i> )		
16			
16	<b>Total Other Sources of Revenues:</b>		
17	<b>TOTAL REVENUES:</b>	<u><u>\$2,511,445.00</u></u>	<u><u>\$2,875,850.00</u></u>

**EXPENDITURES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>Administration:</b>			
18	Salaries and Benefits	<u>\$227,500.00</u>	<u>\$305,825.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Mgmt Services - Lighthouse Academies, Inc.</u>	<u>\$180,000.00</u>	<u>\$180,000.00</u>
20	V - AD 2 <u>Marketing - Design Group/AR Dem Gazzette</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
21	V - AD 3 <u>Telecommunications - AT&amp;T</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$17,200.00</u>	<u>\$19,700.00</u>
25	Equipment		
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$436,200.00</u></u>	<u><u>\$517,025.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$782,600.00</u>	<u>\$929,266.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>PD - LHA/Danielson/Spring Board</u>	<u>\$50,000.00</u>	<u>\$50,000.00</u>
34	V - CI 2 <u>Assessments - TLI/NWEA/IXL/Read Live/Readi</u>	<u>\$18,325.00</u>	<u>\$20,985.00</u>
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$34,400.00</u>	<u>\$39,400.00</u>
39	Equipment	_____	_____
40	Other (List Below)	_____	_____
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$885,325.00</u></u>	<u><u>\$1,039,651.00</u></u>

<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$75,400.00</u>	<u>\$77,662.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>OT/PT/Speech Therapy - Kidsource</u>	<u>\$34,400.00</u>	<u>\$39,400.00</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	<u>\$3,440.00</u>	<u>\$3,940.00</u>
53	Equipment	_____	_____
54	Other (List Below)	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u><u>\$113,240.00</u></u>	<u><u>\$121,002.00</u></u>

<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	_____	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver requested for GT</u>	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
68	Other (List Below)	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	<b>Total Gifted and Talented Program:</b>	<u><u>_____</u></u>	<u><u>\$0.00</u></u>

**Alternative Education Program/ Alternative Learning Environments:**

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver requested for ALE	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<u>_____</u>	<u>_____</u>

**English Language Learner Program:**

88	Salaries and Benefits	<u>\$11,050.00</u>	<u>\$11,381.50</u>
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	<u>\$688.00</u>	<u>\$788.00</u>
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	<u>\$11,738.00</u>	<u>\$12,169.50</u>

**Guidance Services:**

102	Salaries and Benefits	<u>\$52,000.00</u>	<u>\$53,560.00</u>
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	<u>\$52,000.00</u>	<u>\$53,560.00</u>

<b>Health Services:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$31,200.00	\$32,136.00
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$3,440.00	\$3,940.00
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<u>\$34,640.00</u>	<u>\$36,076.00</u>

<b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver requested for media services		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>		

<b>Fiscal Services:</b>			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Business Manager - Complete Consulting	\$60,000.00	\$60,000.00
146	V - FS2 Auditor - Lisa Stephens & Company CPA	\$7,000.00	\$7,000.00
147	V - FS3 Time & Labor - ADP	\$10,000.00	\$10,000.00
148	V - FS4 Legal - Legal Counsel	\$3,000.00	\$3,000.00
149	V - FS5		
150	Supplies and Materials	\$5,500.00	\$5,500.00
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<u>\$85,500.00</u>	<u>\$85,500.00</u>

<b>Maintenance and Operation:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$58,500.00</u>	<u>\$72,306.00</u>
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 <u>Facilities Mgmt - Charter Facilities Management</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>
160	V - MO2 <u>Utilities - Entergy/CenterPoint/UBS</u>	<u>\$33,000.00</u>	<u>\$33,000.00</u>
161	V - MO3 <u>Disposal Service - Waste Mgmt</u>	<u>\$5,500.00</u>	<u>\$5,500.00</u>
162	V - MO4 <u>Repairs &amp; Maint.- Charter Facilities Mgmt</u>	<u>\$18,000.00</u>	<u>\$18,000.00</u>
163	V - MO5 _____		
164	Supplies and Materials	<u>\$24,080.00</u>	<u>\$27,580.00</u>
165	Equipment		
166	Other (List Below)		
167	_____		
168	_____		
169	_____		
170	_____		
171	<b>Total Maintenance and Operation:</b>	<u><u>\$159,080.00</u></u>	<u><u>\$176,386.00</u></u>
<b>Pupil Transportation:</b>			
172	Salaries and Benefits	<u>\$30,550.00</u>	<u>\$31,466.50</u>
	Purchased Services - List Vendors Below		
173	V - PT1 <u>Bus Lease - Master's Leasing</u>	<u>\$24,000.00</u>	<u>\$24,000.00</u>
174	V - PT2 _____		
175	V - PT3 _____		
176	V - PT4 _____		
177	V - PT5 _____		
178	Supplies and Materials	<u>\$10,000.00</u>	<u>\$10,000.00</u>
179	Equipment		
180	Other (List Below)		
181	_____		
182	_____		
183	_____		
184	_____		
185	<b>Total Pupil Transportation:</b>	<u><u>\$64,550.00</u></u>	<u><u>\$65,466.50</u></u>
<b>Food Services:</b>			
186	Salaries and Benefits	<u>\$26,000.00</u>	<u>\$26,780.00</u>
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Meal Delivery - Preferred Meals</u>	<u>\$172,000.00</u>	<u>\$197,000.00</u>
188	V - FD2 <u>CN Director - JLCS</u>	<u>\$13,760.00</u>	<u>\$15,760.00</u>
189	V - FD3 _____		
190	V - FD4 _____		
191	V - FD5 _____		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195	_____		
196	_____		
197	_____		
198	_____		
199	<b>Total Food Services:</b>	<u><u>\$211,760.00</u></u>	<u><u>\$239,540.00</u></u>

<b>Data Processing:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	<u>\$76,700.00</u>	<u>\$79,001.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support - WIRED	<u>\$15,000.00</u>	<u>\$15,000.00</u>
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	<b>Total Data Processing:</b>	<u><u>\$91,700.00</u></u>	<u><u>\$94,001.00</u></u>
<b>Substitute Personnel:</b>			
214	Salaries and Benefits	<u>\$35,055.00</u>	<u>\$35,055.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<u><u>\$35,055.00</u></u>	<u><u>\$35,055.00</u></u>
<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Lease - Charter Facilities Management AR LLC	<u>\$240,000.00</u>	<u>\$240,000.00</u>
223	note: facility upgrades will be completed		
224	by landlord		
225			
226			
227			
228			
229	Property Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
230	Content Insurance for One Full Year	<u>\$12,500.00</u>	<u>\$12,500.00</u>
231	<b>Total Facilities:</b>	<u><u>\$265,000.00</u></u>	<u><u>\$265,000.00</u></u>



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

Lessor(Owner): Charter Facility Management AR LLC

Lessee(Tenant): Lighthouse Academies of Central AR, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is vacant. It was an office building.

Address of Premises: 1800 North Maple Street, North Little Rock, AR 72114

Square Footage: 30,256 square feet

Terms of Lease: 5 yrs, 3 5 yr renewal options, purchase option

Rental Amount: \$29,000 per month

Contingency: The terms of this agreement are contingent upon

Lighthouse Academies of Central Arkansas, Inc.

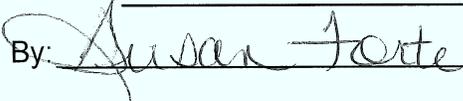
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2013

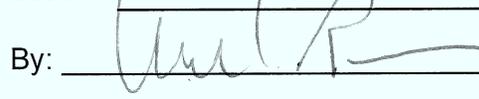
Statutory Language Concerning No Indebtedness:

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: Lighthouse Academies of Central AR, Inc.

By:  Date 8/27/13

Lessor: Charter Facility Management AR LLC

By:  Date 8/27/13

**2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
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:

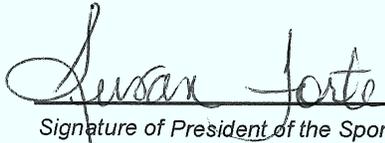
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available 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 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 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 schools not waived by the approved charter.
5. The 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 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 open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The 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 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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 public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding 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 authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
\_\_\_\_\_  
*Signature of President of the Sponsoring Entity Board of Director*

  
\_\_\_\_\_  
*Date*

  
\_\_\_\_\_  
*Printed Name*

# Request to Resubmit Charter Application

**Redfield Tri-County Charter School  
Redfield, Arkansas**

17 November 2013

Ms. Mary Perry  
Charter and Home Schools Coordinator  
Arch Ford Education Building  
Four Capitol Mall  
Little Rock, Arkansas

Dear Ms. Perry,

Redfield Tri-County Charter School (RTCCS) Board of Directors believes another applicant's budget was unknowingly used during the RTCCS hearing. We have watched the video of the RTCCS hearing posted on the Arkansas Department of Education (ADE) website. Several panel members asked questions and made comments using the other applicant's budget. I did try and bring it to their attention two different times during the hearing. Maybe I should have been more vocal in my effort but I was being respectful of the proceedings.

The Charter Authorizing Panel is new and the RTCCS Board of Directors is new to the charter application process as well. We are all in uncharted territory. The amount of information (in hardcopy and electronic format) the ADE must maintain during the charter application is staggering. Since the financial stability was a major factor in the panel's decision, we were hoping to work with you and the Charter Authorizing Panel to come to a joint resolution on how to move forward at this point.

Due to this being the first year for the Charter Authorizing Panel, there may not be a policy in place on how to handle this kind of incident. The only information we have on options after the decision has been made is the letter from Kendra Clay about the appeal process. We were not sure if this type of incident needed to be addressed before an appeal process was initiated.

If you need to contact me for further discussion, please call me at work (870-540-3651) or on my cell (501-766-0082).

Sincerely,



Amanda Kight

# Notification of Charter Authorizing Panel Decision

**Redfield Tri-County Charter School  
Redfield, Arkansas**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

November 14, 2013

State Board  
of Education

Brenda Gullett  
Fayetteville  
Chair

Sam Ledbetter  
Little Rock  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reilh  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Mr. Larry O'Briant  
Redfield Tri-County Charter School  
712 Schoolwood Cove  
Redfield, Arkansas 72132

RE: Notification of Charter Authorizing Panel Decision  
Redfield Tri-County Charter School

Dear Mr. O'Briant:

On November 14, 2013, the Charter Authorizing Panel met and denied the application for the Redfield Tri-County Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov).

Sincerely,

Mary Perry, Coordinator  
Charter and Home Schools Office

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

C: Dr. Larry Smith, Superintendent, White Hall School District  
Ms. Brenda Haynes, Superintendent, Sheridan School District  
Dr. Jerry Guess, Superintendent, Pulaski County Special School District  
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

**Materials Distributed  
by the Applicant at  
the Hearing**

**Redfield Tri-County Charter School  
Redfield, Arkansas**

**2013-2014 Application Cycle**

**Redfield Tri-County Charter School  
Important Updates**

**14 November 2013**

Redfield Tri-County Charter School

Gifted and Talented

14 November 2013

A non-discriminatory comprehensive identification plan will be used to identify students from all cultural and economic backgrounds. Nominations will be on-going and can come from community members, parents, staff and faculty, and self-nomination. Multi-criteria, both objective and subjective, will be used with no single criterion or cut-off score. ADE approved standardized achievement and mental ability tests, creative rating scales, and parent and teacher rating scales may be used as evaluation tools. An identification committee of at least 5 members, made up from faculty and/or community members and chaired by a trained gifted educator, will be named to assist with placement.

All content area and regular classroom teachers in grades 5 and 6 will serve the needs of the gifted student through a consultant teacher model. Working in tandem with these teachers, services will be delivered by developing management plans, demonstration lessons and monitoring student progress.

In grades 7 and 8, a trained teacher or consultant will work with content area teachers to design differentiated curriculum to meet the needs of the identified gifted student. Project based content and acceleration in content are just two examples of differentiation.

Field trips, guest speakers, Quiz Bowl, the Stock Market Game and Chess are examples of activities that may be offered to gifted and talented students. A chess club will be initiated where gifted students can teach chess to other students not in the gifted program.

A Gifted and Talented consultant will conduct on-going teacher training in addition to the training teachers receive during faculty in-service on the needs of the gifted. Teachers will be trained to differentiate the curriculum and to maintain records for the program.

The Gifted and Talented consultant will utilize a Pull-out program to deliver instructional services to the identified gifted students. The services will be delivered in an instructional space proportionately sized based on the number of identified gifted students served at any one time. The social and emotional needs of the gifted child will be met through peer interaction on projects, and other planned activities as well as through content satisfying to the intellectual needs of the student. Additionally, the Gifted and Talented consultant will be available to guide and assist teachers on meeting the social and emotional needs of the gifted students.

Redfield Tri-County Charter School

Waiver Updates

14 November 2013

Based on information received from the Arkansas Department of Education (ADE) legal staff in the Redfield Tri-County Charter School Summary, RTCCS would like to make the following changes to our request for waivers:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**

RTCCS should have only requested a waiver of Ark. Code Ann. § 6-15-1005(b)(5) because it pertains to ALE. Please amend the RTCCS request to only include Ark. Code Ann. § 6-15-1005(b)(5) instead of Ark. Code Ann. § 6-15-1005 in its entirety.

- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.0**

RTCCS should not have requested a waiver of Ark. Code Ann. § 6-16-102. The amount of instructional time RTCCS is planning during the school day negates the need for this waiver request. Please disregard the RTCCS waiver request for Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.03.

- **Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

RTCCS should have requested a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. Please amend the RTCCS waiver requests to include a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 30 2013**

REDFIELD TRI-COUNTY CHARTER SCHOOL  
C/O ELIZABETH A TUCK-ROWAN  
PO BOX 351  
REDFIELD, AR 72132-0351

Employer Identification Number:  
46-2965353  
DLN:  
17053219373013  
Contact Person: SALLY B DAVENPORT ID# 31050  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
June 04, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

REDFIELD TRI-COUNTY CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Samuel C. Cook".

Director, Exempt Organizations

Enclosure: Publication 4221-PC

October 31, 2013

Ken Shollmier  
Shollmier Family Limited Partnership  
13925 Beau Vue Dr.  
Little Rock, AR 72223

**Subject: Contribution towards the establishment of Redfield Tri-County Charter School**

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 to Redfield Tri-County Charter School.

Sincerely,



Ken Shollmier

October 31, 2013

Ken Shollmier  
Shollmier Family Limited Partnership  
13925 Beau Vue Dr.  
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

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This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center at Redfield Tri-County Charter School.

Sincerely,



Ken Shollmier

**2013-2014 Application Cycle**

# Redfield Tri-County Charter School

## Summary

**Redfield Tri-County Charter School  
Redfield, Arkansas**

## **Redfield Tri-County Charter School**

**Grade Level(s):** 5-12 (5-8 in Year 1 adding a grade per year)

**Student Enrollment Cap:** 375 (175 in Year 1)

**Name of the Sponsoring Entity:** Redfield Tri-County Charter School

**IRS Status** Applied for 501(c)(3) Non-Profit Status

**Address:** 116 River Road  
Redfield, AR 72132

### **Mission Statement**

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

### **Information on the School District in Which the Charter Would Be Located**

White Hall School District

41.63% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Mathematics

### **Issue that Remains Unresolved as Determined by the Charter Internal Review Committee**

- The ability to meet the needs of gifted and talented students

### **Documentation Provided in Support of the Charter**

#### Documents Included in the Application

Petition with 23 signatures

#### Letters

Representative Andy Mayberry

Mayor Tony Lawhon

Gary L. Case

Regina Pickering (Generic Letter)

Arkansas House of Representatives

City of Redfield

McDaniel & Company Realtors

Parent

#### Other Documents (available for review)

Petitions with 796 signatures

#### Letters

Tiffany Tuck Spivey

Scott Lockhart

Redfield Chamber of Commerce

Terri Foods, Inc., Redfield

#### Generic Letters

Jean Berry

Joseph L. Berry

Parent/Guardian

Parent/Guardian

Connie Clark	Parent/Guardian
Herman D. Crabb	Parent/Guardian
Judy Crabb	Parent/Guardian
Mlynda L. Crabb	Parent/Guardian
D. Cruz	Parent/Guardian
Nila Ferill	Parent/Guardian
Jamie Gibson	Parent/Guardian
C. Haley	Parent/Guardian
Judy Haley	Parent/Guardian
Alisa Jackson	Parent/Guardian
Alton Jackson	Parent/Guardian
D’Lane Kight	Parent/Guardian
James Kight	Parent/Guardian
Arlis McCullah	Parent/Guardian
Mildred Moyer	Parent/Guardian
Barbara L. Nichol	Parent/Guardian
William T. Nichol	Parent/Guardian
Brenda Oliver	Parent/Guardian
Christy Packham	Parent/Guardian
Carolyn Reynolds	Parent/Guardian
Jennifer Rych	Parent/Guardian
Leon Smith	Parent/Guardian
Scott Stewart	Parent/Guardian
14 with illegible signatures	Parent/Guardian

**Requested Waivers**

**Note from legal staff:**

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**
  - The Applicant requested at waiver of this statute as it pertains to ALE. A waiver specific to ALE should only include Ark. Code Ann. § 6-15-1005(b)(5).
- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Sections 10.01.4 and 14.03**
  - The Applicant has indicated its program may necessitate a “school day” shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 400 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
  - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.
- **Sections 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**
  - Based on the statutory waivers requested, a waiver of these rules is necessary but was not requested.

From Ark. Code Ann.

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
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201(c)(2)	Pertaining to teacher compensation
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
6-17-401	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 (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
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
6-17-2203	Minimum salary
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-17-2403	Minimum teacher compensation schedule
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities (requiring leased facilities to confirm to the school facility standards)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

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

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
18	Gifted and Talented Education

#### From Other Rules

- 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
- Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

**2013-2014 Application Cycle**

**ADE**

**Evaluation and**

**Applicant**

**Responses**

**Redfield Tri-County Charter School**  
**Redfield, Arkansas**

## REDFIELD TRI-COUNTY CHARTER SCHOOL

**Sponsoring Entity:** Redfield Tri-County Charter School

**IRS Status:** Applied for 501(c)(3) non-profit status

**Grade Levels:** 5-12 (5-8 in Year 1, adding a grade a year)

**Student Enrollment Cap:** 375 (175 in Year 1)

**Address of Proposed Charter:** 116 River Road, Redfield, Arkansas 72132

### 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 Arkansas Department of Education on time and included all the necessary information.

#### **Meets the Standard**

### PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

#### **Meets the Standard**

### C-1 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
  - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
  - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that

are contiguous to the district in which the charter school would be located  
o Within seven calendar days following the first publication.

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Provide the email showing that district superintendents received the notice of public hearing. The next page contains a copy of the email sent to the three superintendents ( Dr. Smith – White Hall, [lesmith@whitehallsd.org](mailto:lesmith@whitehallsd.org), Dr. Haynes, [brendahaynes@sheridanschools.org](mailto:brendahaynes@sheridanschools.org), and Dr. Guess – PCSSD, [jguess@pcssd.org](mailto:jguess@pcssd.org), Mary Perry, [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov), and [Keisha.mattox@arkansas.gov](mailto:Keisha.mattox@arkansas.gov) on Thursday, 20 June 2013 at 9:52 AM.

The second page contains a copy of the document (SuperintendentNotificationOfPublicHearingSigned.pdf) sent to the superintendents, Mary Perry, and Keisha Mattox on Thursday, 20 Jun 2013 at 9:52 AM.

The content of the document from the email being sent and the document sent to them cannot be formatted to be in red text.



Ann Rowan <redfieldtricitycharterschool@gmail.com>

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**Notice Of Public Hearings**

1 message

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**Ann Rowan** <redfieldtricitycharterschool@gmail.com>

Thu, Jun 20, 2013 at 9:52 AM

To: lesmith@whitehallad.org, brendahaynes@shericanschools.org, jguess@pcssd.org,  
mary.perry@arkansas.gov, keisha.mattox@arkansas.gov

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 **SuperintendentNotificationOfPublicHearingsigned.pdf**  
257K

June 19, 2013

To Whom It May Concern:

It is the intention of Redfield Tri-County Charter School (RTCCS) to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 1811 HWY 365 North, Redfield, Arkansas and will be named Redfield Tri-County Charter Middle School (RTCCMS). RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation. Furthermore, RTCCS is in the process of seeking recognition of exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for RTCCS is:

Larry O'Brian, 501-766-0082. Email: redfieldtricitycharterschool@gmail.com

The proposed campus anticipates serving grades 6–8 with a maximum enrollment of 150 students in year one. RTCCMS intends to add one grade a year for a maximum enrollment in grades 6–12 of 350 students. Public hearings have been scheduled and published in the *Arkansas Democrat-Gazette* on Sunday, 16 June 2013, Sunday, 23 June 2013, and Sunday, 30 June 2013. The public hearings are also being published in the *Sheridan Headlight* on Wednesday, 03 July 2013, Wednesday, 10 July 2013, and Wednesday, 17 July 2013. The Dates and times for public hearings are as indicated below:

DATE	TIME	LOCATION
Monday, 08-JUL-2013	7:00-8:00 PM	Redfield American Legion 800 Mark Twain, Redfield, AR 72132
Monday, 15-JUL-2013	7:00-8:00 PM	Lone Pine Missionary Baptist Church 27508 HWY 365, Hensley, AR 72065
Monday, 22-JUL-2013	7:00-8:00 PM	Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd, Redfield, AR 72132

Sincerely,



Larry O'Brian, President

Redfield Tri-County Charter School

Cc: Dr. Jerry Guess – Pulaski County Special School District  
Ms. Brenda Haynes – Sheridan School District  
Dr. Larry Smith – White Hall School District

## **C-2 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 the relationships among the groups.

### **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.

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Explain the discrepancy between the statement that there are no term limits, consecutive or otherwise, and the statement about the regular rotation of members off the board.

The board members do not have term limits, consecutive or otherwise. The regular rotation of members mentioned in our application will be for the original members of the Redfield Tri-County Charter School Board. The original members have made a commitment to remain on the board for the first five years of the charter school. This commitment by the members ensures consistent, knowledgeable administration as the school is established. The rotation described in our application was to provide a means of stability while transitioning from the original members to new members and prevent the situation of having all new, inexperienced board members at one time.

## **C-3 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 clear and succinct.

### **Meets the Standard**

## **C-4 EDUCATIONAL NEED**

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

### **Meets the Standard**

## **C-5 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Specify the enrollment cap requested for Year 5 when the charter will serve students in Grades 5-12.

By the fifth year of operation, the Redfield Tri-County Charter School will serve a maximum of 375 students in grades 5 – 8 as follows:

2014-2015 Grades 5,6,7,8	175 Students
2015-2016 Grades 5,6,7,8,9	225 Students
2016-2017 Grades 5,6,7,8,9,10	275 Students
2017-2018 Grades 5,6,7,8,9,10,11	325 Students
2018-2019 Grades 5,6,7,8,9,10,11,12	375 Students

- Provide details about the instructional strategies to be employed at the charter.

In conjunction with the project-based learning, our teachers would be able to use a variety of instructional strategies. They could use brainstorming to theorize about potential outcomes, journal writing to document the process and observations during the performance of projects, or cooperative learning assignments to reinforce understanding of concepts.

Our goal is for our staff to use a variety of instructional strategies. Each student is unique and is capable of learning but may achieve understanding easier if more than traditional instructional strategies (i.e. lecture and drill and practice). Our teachers' professional development training will include information on a broad range of instructional strategies. Students that have access to teachers with the knowledge and ability to teach by using a variety of instructional strategies are more likely to improve academically.

- Describe the length of the school day and year.

The RTCCS school day will begin at 7:45 AM. Teachers will be available to assist students from 7:45 AM to 8:05 AM during a mentoring/tutoring period. This time is not mandatory but will be available to any student desiring additional assistance. First period will begin at 8:10 AM. The first seven periods will be 50 minutes each. The last period of the day (eighth period) will be 30 minutes. Lunch period will last 35 minutes. There will be a potential total of 400 minutes of teacher/student instructional time per day if a student participates in the optional time between 7:45 AM and 8:05 AM. There will be 380 minutes of teacher/student instructional time for those students not participating in the optional instructional time at the beginning of the school day.

The school year will consist of four quarters totally together for 178 days of instruction.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The board members and administrators of the Redfield Tri-County Charter School will comply with the requirements for every digital course to be offered from a provider approved by the Arkansas Department of Education and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

### **C-6: ACADEMIC ACHIEVEMENT GOALS**

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

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

#### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Provide the testing instrument and levels of test scores expected for students annually in reading, reading comprehension, mathematics, and mathematic reasoning as AYP is no longer calculated.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal will be for our students will meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the

ADE and administered according to the state testing schedule. Our students will meet or exceed the state's average scores.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Provide specific information that will be used to demonstrate academic improvement when it is stated, "Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period." This should include the evaluation instrument, the expected improvement in proficient and advanced scores, the expected decrease in below basic and basic scores, and when the assessment will be conducted.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic. The standardized test(s) will be administered according to the state testing schedule.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal for our students will be to meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the ADE. Our students will meet or exceed the state's average scores. The standardized test(s) will be administered according to the state testing schedule.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

The board members and administrators of the Redfield Tri-County Charter School understand that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

## **C-7: 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 State 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 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 State Standards.

**Does Not Meet the Standard****Concerns and Additional Questions:**

- Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Director/Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/Principal. The Director/Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

- Provide the timeline for aligning curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards.

It is difficult to develop a specific timeline for the completion of the alignment of the curriculum to the Arkansas Curriculum Frameworks and the Common Core State Standards. We are estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 July 2014. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards.

- Confirm that the principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards as the teacher job description on Page 22 indicates that the teacher will "develop framework based curriculum based on the Common Core State Standards."

The Principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards. The teacher job description on Page 22 indicates they will develop framework based on the Common Core State Standards. The teacher job description on Page 22 should have stated the teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum

## Frameworks and the Common Core State Standards.

### **C-8: STUDENT SERVICES**

The Student Services section should describe how the school will address specific services for its student body.

#### **Evaluation Criteria:**

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all eligible students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

#### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

##### **Guidance Services**

- Explain the “traditional aspects of a contemporary guidance program” that will be included in the charter’s guidance program.

The charter will provide guidance to students on course selection, career counseling, and personal/social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

- Explain the counselor responsibilities that will be assigned to each staff position. Include the responsibilities that will be assigned to a part-time counselor in 2014-2015 and a full-time counselor in 2015-2016 as these are budgeted positions.

The teachers will be advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operations. The part-time counselor will be focused on career counseling and personal/social development.

##### **Health Services**

- Provide the names of the companies and/or individuals with whom the charter may contract for health services.

Potential names of companies and/or individuals with whom the charter may contract with for health services include Rhonda Ply or Jefferson Comprehensive Care Clinic who currently operates the clinic in Redfield.

- Specify the health services for which the charter will contract.

The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records

for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan.

- Confirm that the charter will contract for a nurse as the expenses for a part-time nurse are budgeted in a health services vendor line.

The charter will contract for a part-time nurse and has this budgeted in our first and second year of operation.

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom when the nurse is not on campus.

Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

### **Media Center Services**

- Explain where the students will access technology to use “in conjunction with projects and assignments” as was stated in the educational plan since it is stated that there may be only one computer in the media center during the school’s first year of operation.

The charter will also have a computer lab on campus. The lab will have a minimum of eight (8) computers. The students will be able to access the lab during the twenty minute tutoring time from 7:45 AM to 8:05 AM, during their lunch period, and during study hall in addition to any time spent using the computers during their classes. RTCCS will be pursuing grants that would allow additional computers/tablets to be included in the lab, the media center, and the classroom.

### **Special Education Services**

- Confirm the understanding that the staff will provide special education students with all accommodations and services outlined in the IEP.

RTCCS understands the staff will provide special education students with all accommodations and services outlined in their IEP.

### **Transportation Services**

- Provide details about transportation that will be provided for students.

Once RTCCS receives authorization for a charter, two used school buses will be purchased. The buses will pass inspection and be maintained as mandated by the State of Arkansas.

The drivers will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years.

The Director/Principal will map out bus routes for the area in an eight (8) to ten (10) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them.

### **English Language Learner Services**

- Explain the types of English language instruction, other than immersion, that will be considered and explain how the appropriate type of instruction for each student will be determined.

In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a \$550 stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

### **Gifted and Talented Services**

- Explain how gifted and talented students will be identified.

Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as gifted and talented based on academic performance on standardized tests.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Each of the gifted and talented student's teachers would be available to serve their needs. It would depend on which areas of study the student is gifted. All of the teachers will be receiving gifted and talented training. The Principal will be responsible for ensuring the teachers receive this training as part of their professional development training.

- Explain how the social and emotional needs of gifted and talented students will be met.

The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

### **C-9: 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 that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

#### **Partially Meets the Standard**

### **Concerns and Additional Questions:**

Confirm that enrollment will be open to any Arkansas student who wants to attend.

Enrollment in the Redfield Tri-County Charter School will be open to any Arkansas student who wants to attend.

### **C-10: 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 timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

#### **Meets the Standard**

### **C-11: 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, anonymous 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.

#### **Partially Meets the Standard**

### **Concerns and Additional Questions:**

- Confirm the understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

RTCCS administration and board members confirm their understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

- Clarify whether parents with students on waiting lists will have to apply the following year.

It is our understanding the waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list. The waiting list will be valid for the school year for which the application was submitted.

- Explain what is meant by, "The waiting list is valid until the next time RTCCS is required to conduct a random, anonymous student selection."

The waiting list will be valid for the school year in which it was created. Once that school year is over, it is no longer valid. During the next application cycle, if there are more applications than there are openings, another lottery will be held and a new waiting list created. If the number of

applications are less than or equal to the number of openings, there will be no need for a lottery and no waiting list.

## **C-12: 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 qualifications which will be required of employees.

### **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.;
- 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, and
- The staffing plan presented in this section matches the staff members noted in the budget.

### **Partially Meets the Standard**

### **Concerns and Additional Questions:**

- Explain when the teachers will be employed if they are to “develop framework based curriculum based on the Common Core State Standards.”

The reference to "develop framework based curriculum based on the Common Core State Standards" was erroneous. Teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards by the Principal. Hiring teachers will be the responsibility of the Principal and will begin after the Director/Principal is hired. The job description has been updated to reflect this change and is included below.

## **TEACHERS**

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

- Revise the qualifications for the special education teacher to require a special education license.

RTCCS has revised the qualifications for the special education teacher to include a requirement for a special education license.

## SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

- Confirm that instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualified as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

RTCCS confirms that instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

### **C-13: BUSINESS AND BUDGETING PLAN**

The Business and 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 managing procurement activities;
- A description of the personnel who will perform 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;
- 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, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

#### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

- Provide the timeline and process by which the governing body will review and adopt an annual budget.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

- Provide information on the vendors being considered to provide substitute personnel. RTCCS has researched Teachers On Call, SubTeach, and Aesop Substitute Management as possible vendors to be used to provide substitute personnel.

SubTeach is a company that strives to provide better trained substitute teachers to improve the quality of education in the classroom when the substitute is on campus. They provide training in classroom management, following lesson plans, innovative instructional techniques, and tips on becoming a prepared and professional substitute teacher. The charter will only have to call one number to get a substitute and they handle all substitute personnel files and handle all payroll issues.

Teachers On Call and Aesop Substitute Management are both similar in functionality to SubTeach and should provide the same service.

At this time, RTCCS does not anticipate utilizing any of the vendors to provide substitutes. We will select and employ our own substitutes at this time. Vendors may be considered at a later date as the charter grows.

#### **C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will 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 Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

##### **Meets the Standard**

#### **C-15: 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.

##### **Meets the Standard**

#### **C-16: FACILITIES**

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

##### **Evaluation Criteria:**

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is

appropriate and adequate for the school's program, the school's targeted population, and the public;

- 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; and
- 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 charter school officials 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.

**Meets the Standard**

#### **C-17: 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 explain how conflicts will be addressed.

##### **Evaluation Criteria:**

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

**Meets the Standard**

#### **C18: 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 charter school plans to participate in the National School Lunch program.

**Meets the Standard**

#### **C19: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

### **Meets the Standard**

#### **C-20: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

**See and respond to comments from Arkansas Department of Education legal staff.**

#### **LEGAL COMMENTS**

#### **Waivers Requested:**

##### **Ark. Code Ann. § 6-10-106 Uniform Dates for Beginning and End of School Year**

The applicant should explain why this waiver is necessary if it will follow the calendar of the White Hall School District.

This was an error. RTCCS discussed following Sheridan School District's calendar but decided to follow White Hall School District's calendar. This request should have been removed from our application before we submitted it.

##### **Arkansas Code Title VI, Chapter 17, Subchapter 4**

The applicant should specify which statutes within Subchapter 4 it seeks waivers from.

RTCCS is wishing to obtain waivers Teacher and Administrator Licensure requires. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas Code 6-17-427.

##### **Ark. Code Ann. § 6-17-1302**

The applicant should clarify this waiver. The application appears to attempt to add licensed teachers to this statute to make the school employees minimum sick leave applicable to licensed educators. The Charter Authorizing Panel has authority to waive statutes, but not rewrite statutes.

This waiver request was an error. Please disregard.

#### **Waivers Not Requested:**

RTCCS would like to include the following requests for waivers that were not included in our original application.

RTCCS would like to request a waiver of from Arkansas Code Ann. § 6-16-105 (United States Flag) General Provisions and from Arkansas Code Ann. § 6-16-106 (Arkansas State Flag) General Provisions. We will be leasing the location for our charter and may not be able to place flags on the grounds. We will attempt to include this in our lease agreement, but that agreement cannot be finalized until charter authorization and approval from the Commissioner of Education has approved the lease agreement. If we are unable to place the flags on the grounds of the charter school, we will prominently display the United States Flag and the Arkansas State Flag in

an indoor area and will display the flags at school events. Our students will be taught respect for the flags and will pledge allegiance the United States Flag at appropriate times.

### **School Superintendent**

The applicant requested a waiver Ark. Code Ann. § 6-13-109. In order to effectuate this waiver, the applicant should also request a waiver of Section 15.01 of the Standard for Accreditation. RTCCS would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.

### **Ark. Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Ark. Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees**

In order to effectuate this waiver, the applicant should request a waiver of Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

RTCCS would like to request a waiver of Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees.

It does not appear that the applicant requested a waiver of minimum compensation and personnel policies for licensed employees. The applicant should confirm its intention to abide by all statutes and rules regarding compensation and personnel policies of licensed employees.

RTCCS would like to request a waiver from Arkansas Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403. RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.

### **English Language Learners**

The applicant did not budget any expenditures for English Language Learners “because of waiver.” No waiver was requested, and it is unclear what provisions of the English Language Learner requirements that the applicant would request to waive.

The entry of “No fund because of waiver” for ELL was an error by RTCCS. Please disregard. RTCCS will comply with the regulations and needs for any student with ELL requirements.

In addition to English immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a \$550 stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and

satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

### **Health Services**

The applicant did not budget any expenditures for Health Services, but no waivers were requested.

RTCCS did budget \$20,000 for a part-time nurse to be contracted on line 117 of the Budget under V-HS1 along with \$250 for supplies and \$1000 for equipment in 2014-2015. We also budgeted \$20,400 for a part-time nurse to be contracted in 2015-2016 along with \$350 for supplies and \$500 for equipment.

### **C-21: 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.

#### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

**See and respond to comments from Arkansas Department of Education legal staff.**

#### **LEGAL COMMENTS**

The applicant should describe the potential impact of the proposed charter school on the efforts of the affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas*

*Virtual Academy, et al.*, Case No. 4:82-cv-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

#### **C-22: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

##### **Evaluation Criteria:**

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

**Meets the Standard**

**2013-2014 Application Cycle**

# Application

**Redfield Tri-County Charter School  
Redfield, Arkansas**

**RECEIVED**  
Arkansas Department of Education  
Charter and Home School Office  
August 30, 2013



# ARKANSAS DEPARTMENT OF EDUCATION

## 2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Redfield Tri-County Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION  
2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5th - 8th Student Enrollment Cap: 175

Name of Sponsoring Entity: Redfield Tri-County Charter School

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. (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 included with the application. Articles of incorporation or a letter acknowledging non-profit 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.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Larry O'Briant

Address: 712 Schoolwood Cove City: Redfield

ZIP: 72132 Daytime Phone Number: ( 501 ) 766-0082 FAX: (     )           

Email: redfieldtricitycharterschool@gmail.com

**Charter Site**

Address: 116 River Road City: Redfield

ZIP: 72132 Date of Proposed Opening: 18 August 2014

Chief Operating Officer  
of Proposed Charter (if known): \_\_\_\_\_ Title: \_\_\_\_\_

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

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



## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

### **Applicant Response:**

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

### **Applicant Response:**

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- \* Focus on college and career readiness for all students.
- \* Implementation of inquiry-based teaching methods (problem-based learning and project-based learning) as primary teaching method complimented with classical teaching method.
- \* Initiate communication with entities with the goal of developing partnerships. These organizations would have expertise in areas such as engineering, science, math, and arts. These partnerships will be utilized to bring in individuals from the community and surrounding areas to enrich our curriculum.
- \* Introduce students to the concept of core character values such as civic duty, honesty, respect, and kindness.
- \* Strict discipline policy for behavior that detracts from the learning environment.
- \* Introduction to computer technology as permitted by budgetary constraints.
- \* Involvement in community service projects as permitted by budgetary constraints.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, 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.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

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

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was 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 the school district in which the school will likely be located.
- 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 was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

### **Applicant Response:**

RTCCS held three public hearings in July 2013. The locations for the public hearings were in the Redfield American Legion Building, the Lone Pine Missionary Baptist Church in Hensley, and the Orion Missionary Baptist Church which has a Redfield address but is in close proximity to the eastern portion of Grant County that RTCCS is targeting. The meetings were published in the Arkansas Section of the *Arkansas Democrat/Gazette* on the three Sundays immediately preceding the meeting held on Monday, July 8. The last publication of the notice was no less than seven days prior to the public meeting held on Monday, 8 July 2013. The meetings were also published in the *Sheridan Headlight* on three consecutive Wednesdays beginning July 3<sup>rd</sup>. Emails with the information for the public meetings were sent to the superintendents of each school district (White Hall, Sheridan, Pulaski County Special) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the first public hearing dates of publication, location of advertisement, and confirmation of payment are included in this application. RTCCS was only required to have one public meeting and all documentation required for the charter application is included for the meeting held on 8 July 2013. The documentation for the other meetings' advertisements in the *Sheridan Headlight* is not included as part of the

application.

All of the meetings were held on Monday nights from 7:00 pm to 8:00 pm. The meetings took place on July 8, July 15, and July 22. RTCCS Board of Directors developed a tri-fold that was distributed to attendees of the meeting and developed a PowerPoint presentation that was presented at the meeting. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. Three representatives from Sheridan School District attended the last meeting at Orion Missionary Baptist Church. They said if Redfield received charter authorization, they would support our efforts in whatever way they could.

Questions were on-topic and brought about meaningful discussion during the meetings. Attendees were supportive of our efforts to get a charter school authorized in Redfield. Attendees were informed about the RTCCS web site and email address in case they thought of questions they wanted answered after the meeting ended. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Almost eight hundred (800) signatures on petitions, over forty (40) letters from parents, letters from local businesses, a letter from the Redfield mayor, Mayor Tony Lawhon, and a letter from State Representative Andy Mayberry have been collected in support of Redfield pursuing a charter school. These documents are available for review.

2. Describe the governing structure of the open-enrollment charter school, 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, answer the following specific questions:
- 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.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) 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.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

**Applicant Response:**

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group. The original members will retain their positions for up to five years to allow for stability while the school is established and grows to a school system servicing grades 5<sup>th</sup> through 12<sup>th</sup>.

- A. The RTCCS Board of Directors will have final decision-making authority for the RTCCS in areas of finance and purchasing, hiring and firing of staff, and hiring and firing of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.
- B. Once the school is established, the treasurer position will become a regular member and the Chief Financial Officer of the charter school will provide financial information to the board when necessary. The members (e.g. Member 1 (M1) through Member 7 (M7)) will be representative of the following groups:

- M1 - nominations accepted for Jefferson County representative
- M2 - nominations accepted for a teacher or staff member of the charter school
- M3 - nominations from Parent Teacher Organization of parents who are members
- M4 - nominations accepted for a Redfield community representative
- M5 - nominations accepted for a Pulaski County representative
- M6 - nominations accepted for a Grant County or Saline County representative
- M7 - will be an at large position

The current board members and the position they hold are as follows:

- M1 - Mr. Larry O'Briant, President, 40+ years of experience in education
- M2 - Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education
- M3 - Ms. Amanda Kight, Secretary
- M4 - Mr. Todd Dobbins, Member
- M5 - Mr. Ronnie Meredith, Member
- M6 - Mr. James Kight, Vice-President, 45+ years of experience in education
- M7 - Mrs. Linda Banks, Member, 32+ years of experience in education

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The 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.

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.

Any director may resign at any time by giving written notice to the President or the Secretary. 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.

The Board of Directors may remove any director or officer from his/her position 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 it so 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.

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.

The original Board of Directors will remain in their positions until the charter has grown to a 5<sup>th</sup> through 12<sup>th</sup> grade campus (which should be five years from the opening of the charter). The members will start to be replaced gradually.

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.

During the annual board meeting the initial members of the Board of Directors who are ending their fifth year of service shall begin the process of rotating off the board. Members M2, M3, M6, and M7 will rotate off the board after their fifth year of service. The following year, members M1, M4, and M5 will rotate off the board.

- C. The RTCCS Board of Directors will have at least one member representing the parents of RTCCS students once the school has grown to a 5<sup>th</sup> through 12<sup>th</sup> campus. The parents will also be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

3. Give the mission statement for the proposed charter school.

**Applicant Response:**

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

**Applicant Response:**

RTCCS will provide a quality option for those students that prefer a small school setting and/or shorter commutes to school. A small school setting will afford the teachers and staff the opportunity to get to know each student and allow for the forging of relationships with the students and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out. Inquiry-based teaching methods might be more successful in educating those students that do not do well in a lecture-based setting.

Middle school students in and around the Redfield area are spending between one and two hours riding the bus each day. The majority (approximately 60%) of these students qualifies for free or reduced meal program. These students are at risk to have truancy issues, lower grades and/or test scores, and to experience exclusion from extracurricular activities due to the length of their bus ride. The students are dependent on the school bus to get to and from school. Many of their families do not have the income to transport them to/from school or cannot due to the demands of their jobs. The majority of parents work north of Redfield. The location of our school would provide an opportunity to dramatically reduce the length of our students' bus ride and increase the chance of their parents being present for and involved in school activities after work. Parental involvement in their child's education is extremely important.

The families with children in and around Redfield are middle to low income families. They choose to live in rural areas and would prefer to send their children to smaller schools if given that option. There are students which are at risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in all activities and provide them a feeling of belonging in the student body.

In the past four (4) years, there have been three (3) students from the Redfield area that started as sophomores

at the White Hall High School and dropped out of school within the first few weeks. It is impossible to determine the exact reason the students dropped out, but it may have been related to the size of the school and those students' inability to thrive in a school environment of over nine hundred (900) students and forge relationships with their teachers and peers.

Our school will provide students the opportunity to attend school in a community that strongly supports education. Based on information from the last census, Redfield was one of only two cities in Jefferson County to have growth. Jefferson County is struggling with population and economic decline. Schools play an important part of families' decision to move to a community. Redfield has a long history (over one hundred years) of providing education for our children. Our residents have bonded together to pursue getting a charter. We have a group of people that have voluntarily devoted countless hours in this effort. Close to eight-hundred (800) signatures were collected in support of a charter school in Redfield. Our community is committed to providing a quality education and is determined to get the authorization for a charter school.

The innovations that will distinguish our charter school from other schools are our focus on college and career readiness, inquiry-based teaching, our efforts to form partnerships with local entities to enrich students' experiences on projects and in exposure to different career opportunities, community involvement through community service projects, and the infusion of technology into the curricula. Our students will become members of our school family and will leave our school with a love for learning.

5. Describe the educational program to be offered by the charter school.

**Applicant Response:**

The educational program of the RTCCS shall consist of grades five (5) through grade eight (8) during year one (2014-2015). RTCCS plans to have twenty-five (25) students in 5th grade and fifty (50) students in each of the 6th, 7th, and 8th grades the first year of operation. We will add at least one grade annually until the campus is a 5<sup>th</sup> through 12<sup>th</sup> campus.

The educational program will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. At the beginning of the 2014-2015 school year, all students in all grades will participate in a career interest inventory. The career inventory will be grade level specific and be "user friendly" for the targeted ages. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2014-2015 school year, the students will be assessed again to allow teachers to prepare for the upcoming year. The assessments will be done at the end of each year for years following the 2014-2015 school year. New students will be assessed when enrolled. Standardized career inventory assessments such as Explore, Plan and Kuder will be used at the appropriate times with the appropriate grade levels. The school will use all resources available throughout the community as well as area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become more exposed to various career interests. As the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As these happen, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on Project-Based learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare student for future college and career opportunities. The use of technology in conjunction with the projects and assignments will be implemented as budgetary constraints allow. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during the project-based learning activities will encourage the development of these relationships along with providing opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery.

The continuation or renewal of the RTCCS open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise

funds as needed, to tackle projects around the school, and to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take-part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education ([www.bie.org](http://www.bie.org)).

RTCCS will also apply to become members of the Arkansas Public School Resource Center (APSRC). This organization will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be a valuable asset and resource as we navigate establishing our charter school.

Core character values will be taught. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until we can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they have as an individual to bring positive change to themselves and others.

6. 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 school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

**Applicant Response:**

The school will use several different methods of assessment to measure the academic achievement and educational progression of the students. The data derived from the students performance on the various assessments will directly impact the development and of curriculum, delivery of instruction, impact revisions of student education plans as well as the evaluation of the educational goals of the school.

The school will use the Iowa Test of Basic Skills (ITBS) and the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) for all applicable grades. The school will also work with The Learning Institute to develop specific assessments to better evaluate student needs and performance. As the school adds grades to which these do not apply, other assessments will be applied. Career inventory assessments such as Explore, Plan and Kuder will also be used. As grades are added other assessments such as End of Course, Qualls and other assessments will be used.

The Redfield Tri-County Charter School's scores in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will meet or exceed AYP in all content areas annually within the school's initial five (5) year period.

Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period.

Students will be required to pass school developed assessments at the end of each semester to determine the student's mastery of the Student Learner Expectations (SLE) specific to the course. Students will be required to pass at a rate of 70% in each course taken.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

**Applicant Response:**

RTCCS will offer a curriculum consisting of instruction in Language Arts, Math, Science, Social Studies, Fine Arts, Physical Education and Health. Instruction in each of these content areas will be fully aligned with and follow the Arkansas Common Core State Standards. The curriculum will be driven by an emphasis in college and career preparation. It is the desire of the school to educate students as to the opportunities that are available to them, the requirements of the specific career path they may choose and give them the comprehensive educational foundation to be successful in their career choice. It is paramount that students receive an educational foundation on which to build future career skills. Utilizing career prep lessons infused into the frameworks will give students a greater appreciation and understanding of why they may “need to know” specific information contained throughout the curriculum.

The principal will take the lead on aligning the RTCCS curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. Time will be spent researching and becoming familiar with the Common Core Standards and developing approaches to align the RTCCS curriculum with them. RTCCS has also allocated money to procure the services of a Curriculum Alignment Specialist as a consultant, if necessary. The Curriculum Alignment Specialist will have a substantial working knowledge of the Arkansas education standards and be able to offer multiple solutions on how to align the RTCCS to the frameworks and standards.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

**Applicant Response:**

RTCCS is requesting a waiver for the Education Code requiring a guidance program and an on-campus certified counselor. The principal and teachers will be equipped to give students advice. The staff will be informed that their job duties will include the counselor responsibilities. The school will have a guidance program that encompasses many of the traditional aspects of a contemporary guidance program but with a specific components (individual career plans, administer alternative career centered assessments, etc.) added that will allow for more accurate development of the students educational program. RTCCS plans on adding a full time guidance counselor in the second year of operation.

B) Health services;

**Applicant Response:**

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies.

C) Media center;

**Applicant Response:**

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least one computer in the media center for students to use the first year of our school's operation. Computers will be added to the media center as budgetary constraints allow. There will be a part-time media specialist available to instruct the students on the use of the computer and the development of research skills.

D) Special education;

**Applicant Response:**

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services for students identified with special needs. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

E) Transportation;

**Applicant Response:**

RTCCS bus routes will not be a traditional route. We plan on providing "satellite pick-up" for students using fully certified bus drivers. Satellite pick-up location will be identified where the students will be picked up and dropped off. The district will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time and as budgetary constraints allow, our transportation methodology could transform into a more traditional bus route.

F) Alternative education, including Alternative Learning Environments;

**Applicant Response:**

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

G) English Language Learner (ELL) instruction

**Applicant Response:**

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students will be assisted through English immersion.

H) Gifted and Talented Program.

**Applicant Response:**

RTCCS has asked for a waiver for the exclusion of a gifted and talented program at this time. RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. RTCCS plans on implementing a gifted and talented program at a later time when budgetary constraints allow and as the student population qualifying for gifted and talented program grows.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

**Applicant Response:**

RTCCS will service the city of Redfield and its surrounding areas within a 8-10 mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 100 of the students will be from the White Hall School District with the other students coming equally from the Sheridan School District and the Pulaski County Special School District.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer 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.*)

**Applicant Response:**

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters.

Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS.

RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

**Applicant Response:**

All students are welcome at RTCCS. Students must be able to provide a transcript from the school they are moving from to attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson and Hensley as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within a 8-10 mile radius of Redfield. RTCCS will use methods such as our internet presence ([www.redfieldtricitycharterschool.org](http://www.redfieldtricitycharterschool.org)), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by a community leader, the RTCCS principal, and any available campus staff. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection. The waiting list is valid until the next time RTCCS is required to conduct a random, anonymous student selection.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

**Applicant Response:**

It is not believed that a weighted lottery will be required by a federal court or administrative order.

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 for the school.

**Applicant Response:**

RTCCS will 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. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

**DIRECTOR**

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

**PRINCIPAL**

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

**FINANCIAL OFFICER/BOOKEEPER**

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Desired requirements: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

## TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, develop framework based curriculum based on the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

## SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

## INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics.

Desired requirements: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

## ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Desired requirements: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

## NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Desired requirements: Completion of training necessary for licensing as a registered nurse in the State of

Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

#### MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Desired Requirements: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

**Applicant Response:**

The district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the Director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. A minimum of three (3) bids will be obtained for all purchases over five hundred dollars. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars but less than or equal to five thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of five thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, 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 authorizer.

**Applicant Response:**

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

15. It is affirmed 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.

- Yes
- No

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.

**Applicant Response:**

RTCCS will be leasing land from the Redfield United Methodist Church (RUMC). Modular buildings will be leased to provide necessary space for classrooms, dining facility/PE area, and office space. RUMC also has a home on their property that may be leased in addition to the land. If an acceptable agreement can be reached, the home could be used for administrative office space. There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings 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.

RTCCS has done extensive research on the cost of the modular buildings. This research is being utilized to complete the budget portion of the charter application with accurate cost information. RTCCS will ensure the buildings meet all federal, state, and local codes. Once the charter has been authorized, RTCCS will follow the applicable procedures for obtaining bids from contractors for leasing the modular buildings (along with the delivery and set-up fees). The RTCCS Board of Directors has members with extensive experience in the continued operations, maintenance, and repairs of facilities.

This location is different than the location submitted on the RTCCS letter of intent. Issues arose pertaining to the requirement to have a sewer treatment facility based on the number of students at our original location. The cost to correct the issues was prohibitive based on budgetary constraints. RTCCS found an alternate location to be the home for the charter school.

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.

**Applicant Response:**

The Redfield United Methodist Church owns the land that will be leased for the portable buildings.

- (1) Currently there is no known relationships between the owners of the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) Currently there are at least three members of the Redfield United Methodist Church that are employees of the public school district where the proposed open-enrollment public charter school will be located.
- (3) Currently there is one member of the Redfield United Methodist Church that is a member of the Redfield Tri-County Charter School Board of Directors.
- (4) Currently there are no known relationships between the owners of land and the employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes  
 No

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 1,000 feet of the facility.

**Applicant Response:**

At this time, RTCCS is only leasing land from the Redfield United Methodist Church. The leased modular buildings that RTCCS plans on using will be compliant with ADA, IDEA, and all other state and federal laws and local zoning ordinances. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

The local zoning authority provided RTCCS with the following information pertaining to the RUMC land:

It is my understanding that the above referenced school is to sit modular buildings behind the Methodist Church building on River Road. This location is permitted for this use. The subject property is located in Zone R-2.

Permitted use in Zone R-2 includes public schools, parks, churches, and educational buildings. It will still be necessary for the any new buildings to meet minimum set-back and spacing dimensions.

If you have any additional questions, please contact me.

Jim Ferguson, P.E.

Chairman, Redfield Planning and Zoning Commission

[jim.ferguson@carkw.com](mailto:jim.ferguson@carkw.com)

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 with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/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; and/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.

**Applicant Response:**

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Amanda Kight, member of the RTCCS Board of Directors is the daughter of Vice-President, James Kight. Ms. Kight is also a member of the Redfield United Methodist Church (RUMC). RUMC will be leasing land to RTCCS for the charter school. Ms. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Mr. Larry O'Briant attends RUMC but is not currently a member of RUMC.

Larry O'Briant, Ann Tuck-Rowan, Linda Banks, and Ronnie Meredith have no known family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins

Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code **§6-24-105** allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code **§6-24-105** requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

**Applicant Response:**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

18. 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.

**Applicant Response:**

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measure will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

Parents, guardians, and members of the community will have ample opportunities to be involved in RTCCS. Over time, parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to CEP, parents will be involved in the application process and in the implementation if RTCCS becomes a member.

20. 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* from which the public charter school seeks to be exempted 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.**

**Applicant Response:**

RTCCS 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:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will follow the school calendar for White Hall School District for the 2014-2015 school year.
- B. Subtitle 2, Chapter 13, Section 6-13-109: School Superintendent:** RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school.
- C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** RTCCS 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 RTCCS by-laws.
- D. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).
- E. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** RTCCS 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 14, Section 6-14-101 et seq.: School Elections:** RTCCS 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.
- G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure:** RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- H. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005: Safe, Equitable, and Accountable Public Schools:** RTCCS seeks exemption from this portion of the Education Code to the extent that

it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.

- I. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102 and Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts: School Day:** RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population.
- J. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period, and 6-17-111 "Duty-free\_lunch":** RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.
- K. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** RTCCS 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, RTCCS 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.
- L. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.
- M. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an "at-will" basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS 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.
- N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public school Principals - Qualifications and Responsibilities:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS 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, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.
- O. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification - Waiver:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS 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 4: Certification Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS 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 9, Section 6-17-902: Definitions:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS 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:** RTCCS 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 Directors.
- S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures 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:** RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS 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:** RTCCS 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:** RTCCS 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, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.
- W. Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS 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 Directors.
- X. Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS 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 "X" immediately below.
- Y. Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS 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:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS 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:** RTCCS 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 RTCCS staff will be informed 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:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.

**CC. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS 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 any and all facilities 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:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

**EE. Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational

approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

21. Describe the potential impact of the proposed 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.

**Applicant Response:**

RTCCS plans to locate its open-enrollment public charter school within the boundaries of the White Hall School District. As an open-enrollment public charter school, we also expect to pull students from the eastern portion of Grant county and the area of Saline county that attend Sheridan School District and the Hensley and Woodson Lateral areas in the Pulaski County Special School District. Pulaski County Special School District continues to work with the Office of Desegregation Monitoring to implement the policies and procedures to comply with the provisions of Plan 2000. Sheridan School District and White Hall School District are not under any court orders or statutory obligations to create and maintain a unitary system of desegregated public school. RTCCS plans on having a small school limiting enrollment to 50 students per grade and therefore does not believe our charter will negatively affect the desegregation efforts of any public school district within the state. The anticipated effect of granting a charter to RTCCS on Pulaski County Special School District is minimal.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

**Applicant Response:**

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over forty-five (45) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal in a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

Ms. Linda Johnson Banks has over thirty (30) years of experience in education. She has a Bachelor of Arts in Elementary Education, a Master of Education in Early Childhood Growth and Development, A Master of Education in Gifted and Talented Education, and a Principal Certificate in Elementary Education. Ms. Banks was instrumental in establishing a K-12 Gifted and Talented Program for the White Hall School District and worked with the Gifted and Talented students in the White Hall School District for over twenty-six (26) years.

To ensure the success of the charter school, the original Board of Directors will remain in their positions until the charter has grown to a 5<sup>th</sup> through 12<sup>th</sup> grade campus (which should be five years from the opening of the charter if one grade is added each year). The members of the Board of Directors are committed to establishing a fiscally and educationally sound charter school. The members will start to be replaced gradually once the campus has become a 5<sup>th</sup> through 12<sup>th</sup> campus. New community leaders and invested parents will emerge and become a part of the Board of Directors and carry on Redfield's and its surrounding communities' vision for the charter school. The founding members of the Board of Directors have strong ties to Redfield and its surrounding communities and will be available to serve and support the charter after their time of service has ended on the Board of Directors.

# 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 <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- 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 4, Article 5, P1**
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Page 6, Article 6, P1**
- 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



Redfield Tri-County Charter School  
P.O. Box 351  
Redfield, AR 72132

1000

DATE 8/5/13

81-108/829

PAY TO THE  
ORDER OF

Internal Revenue Service

\$ 850.00

Eight hundred fifty and <sup>NO</sup>/<sub>100</sub>

DOLLARS  Security Features  
Included  
Details on Back



P.O. Box 7878  
Pine Bluff, Arkansas 71611  
www.pbnb.net  
870-535-7222

Elizabeth Ann Jeff Rawan  
Ammanda Right

FOR application fee 501(XX) FEIN# NG-29 65353

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⑈50021819⑈

August 5, 2013

Redfield Tri-County Charter School  
PO Box 351  
Redfield, AR 72132  
(501) 681-6697 Cell

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

RE: 1023 Application for Recognition for Exemption – Redfield Tri-County Charter School  
FEIN# 46-2965353

TO WHOM IT MAY CONCERN:

Redfield Tri-County Charter School will be submitting their application to the Arkansas Department of Education to meet the September 3<sup>rd</sup> deadline for an Open-Enrollment Public Charter School Application consideration for the school term 2014-2015 year. The Arkansas Department of Education requires applicants to have their federal exemption status before an approval would be granted.

It is our sincere hope that Redfield Tri-County Charter School's expedite request for non-profit filing exemption will be accepted due to the above stated requirement. We made an extraordinary effort to be precise and thorough in our completion of the application to help expedite the review process.

Please contact me at your convenience if you have any questions or if I can assist.

Best Regards,



Elizabeth A. Tuck-Rowan  
Director/Treasurer

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

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

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

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your <b>organizing document</b> )		<b>2</b> c/o Name (if applicable)	
Redfield Tri-County Charter School		Elizabeth A. Tuck-Rowan	
<b>3</b> Mailing address (Number and street) (see instructions)	Room/Suite	<b>4</b> Employer Identification Number (EIN)	
PO Box 351		46-2965353	
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Redfield, AR 72132-0351		07	
<b>6</b> Primary contact (officer, director, trustee, or <b>authorized representative</b> )		<b>b</b> Phone: 501-681-6697	
a Name: Elizabeth A. Tuck-Rowan		<b>c</b> Fax: (optional)	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>9a</b> Organization's website: <a href="http://www.redfieldtricitycharterschool.org">www.redfieldtricitycharterschool.org</a>			
<b>b</b> Organization's email: (optional) <a href="mailto:redfieldtricitycharterschool@gmail.com">redfieldtricitycharterschool@gmail.com</a>			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		06 / 04 / 2013	
<b>12</b> Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 4, Article 5, Paragraph 1**
- 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 6, Article 6, Paragraph 1**
- 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)
Larry O'Briant	President/Director	712 Schoolwood Cove Redfield, AR 72132	None
James Kight	Vice President/Director	1628 Grant 77 Sheridan, AR 72150	None
Amanda Kight	Secretary/Director	714 Osage Drive Redfield, AR 72132	None
Elizabeth A. Tuck-Rowan	Treasurer/Director	PO Box 77 Redfield, AR 72132	None
Ronnie Meredith	Director	1208 Kimmel Road Redfield, AR 72132	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)
<b>Not hired to date</b>	<b>Director of Education</b>	.....	<b>\$70,000.00</b>
<b>Not hired to date</b>	<b>CFO</b>	.....	<b>\$65,000.00</b>
		.....	
		.....	
		.....	

**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)
<b>None</b>		.....	
		.....	
		.....	
		.....	
		.....	

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  phone solicitations  
 email solicitations  accept donations on your website  
 personal solicitations  receive donations from another organization's website  
 vehicle, boat, plane, or similar donations  government grant solicitations  
 foundation 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)**

- |           |  |  |   |
|-----------|--|--|---|
| <b>15</b> | Do you have a <b>close connection</b> with any organizations? If "Yes," explain.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>16</b> | Are you applying for exemption as a <b>cooperative hospital service organization</b> under section 501(e)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>17</b> | Are you applying for exemption as a <b>cooperative service organization of operating educational organizations</b> under section 501(f)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>18</b> | Are you applying for exemption as a <b>charitable risk pool</b> under section 501(n)? If "Yes," explain.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>19</b> | Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>20</b> | Is your main function to provide <b>hospital or medical care</b> ? If "Yes," complete Schedule C.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>21</b> | Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly or handicapped</b> ? If "Yes," complete Schedule F.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>22</b> | 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. | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |

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

**Part IX Financial Data**

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

**A. Statement of Revenues and Expenses**

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)	
	(a) From <u>01/01/13</u> To <u>06/30/13</u>	(b) From <u>07/01/13</u> To <u>06/30/14</u>	(c) From <u>07/01/14</u> To <u>06/30/15</u>	(d) From <u>07/01/15</u> To <u>06/30/16</u>		
<b>Revenues</b>	1 Gifts, grants, and contributions received (do not include unusual grants)	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	2 Membership fees received	0.00	0.00	0.00	0.00	0.00
	3 Gross investment income	0.00	0.00	0.00	0.00	0.00
	4 Net unrelated business income	0.00	0.00	0.00	0.00	0.00
	5 Taxes levied for your benefit	0.00	0.00	0.00	0.00	0.00
	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)	0.00	0.00	0.00	0.00	0.00
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0.00	0.00	0.00	0.00	0.00
	8 Total of lines 1 through 7	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	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)	0.00	0.00	0.00	0.00	0.00
	10 Total of lines 8 and 9	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0.00	0.00	0.00	0.00	0.00
	12 Unusual grants	0.00	0.00	0.00	0.00	0.00
	13 Total Revenue Add lines 10 through 12	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
<b>Expenses</b>	14 Fundraising expenses	0.00	0.00	0.00	0.00	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0.00	0.00	0.00	0.00	
	16 Disbursements to or for the benefit of members (attach an itemized list)	0.00	0.00	0.00	0.00	
	17 Compensation of officers, directors, and trustees	0.00	0.00	0.00	0.00	
	18 Other salaries and wages	0.00	0.00	618,739.00	735,411.00	
	19 Interest expense	0.00	0.00	0.00	0.00	
	20 Occupancy (rent, utilities, etc.)	0.00	6,000.00	55,500.00	80,500.00	
	21 Depreciation and depletion	0.00	0.00	0.00	0.00	
	22 Professional fees	0.00	0.00	0.00	0.00	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	45.00	0.00	299,859.00	323,271.00	
	24 Total Expenses Add lines 14 through 23	45.00	6,000.00	974,098.00	1,139,182.00	

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

Year End: \*

Assets		(Whole dollars)
1	Cash . . . . .	3818.00
2	Accounts receivable, net . . . . .	0.00
3	Inventories . . . . .	0.00
4	Bonds and notes receivable (attach an itemized list) . . . . .	0.00
5	Corporate stocks (attach an itemized list) . . . . .	0.00
6	Loans receivable (attach an itemized list) . . . . .	0.00
7	Other investments (attach an itemized list) . . . . .	0.00
8	Depreciable and depletable assets (attach an itemized list) . . . . .	0.00
9	Land . . . . .	0.00
10	Other assets (attach an itemized list) . . . . .	0.00
11	<b>Total Assets (add lines 1 through 10)</b> . . . . .	<b>3818.00</b>
Liabilities		
12	Accounts payable . . . . .	0.00
13	Contributions, gifts, grants, etc. payable . . . . .	0.00
14	Mortgages and notes payable (attach an itemized list) . . . . .	0.00
15	Other liabilities (attach an itemized list) . . . . .	0.00
16	<b>Total Liabilities (add lines 12 through 15)</b> . . . . .	<b>0.00</b>
Fund Balances or Net Assets		
17	<b>Total fund balances or net assets</b> . . . . .	<b>3818.00</b>
18	<b>Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</b> . . . . .	<b>3818.00</b>
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

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

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. 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](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

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

.....  
 (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**

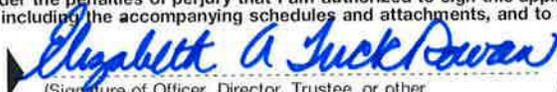
**Part XI User Fee Information**

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](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

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

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

Please Sign Here

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

Elizabeth A. Tuck-Rowan

(Type or print name of signer)

08/05/13

(Date)

Treasurer

(Type or print title or authority of signer)

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

**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?  
**Whitehall School District, Jefferson County, Arkansas**
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  **Yes**  **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  **Yes**  **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  **Yes**  **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  **Yes**  **No**
- Note.** Make sure your answer is consistent with the information provided in Part 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 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.

**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
<b>Black</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Hispanic</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>White</b>	<b>0</b>	<b>111</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>4</b>
<b>Other</b>	<b>0</b>	<b>2</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>150</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>5</b>

- 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
<b>Black</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Hispanic</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>White</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- 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 II Organizational Structure**

- 1. Attached: State of Arkansas Articles of Incorporation of Redfield Tri-County Charter School**

**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

**REDFIELD TRI-COUNTY CHARTER SCHOOL**

filed in this office June 4, 2013 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 4th day of June, 2013.

*Mark Martin*

Arkansas Secretary of State



We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: **The name of the corporation is:**  
REDFIELD TRI-COUNTY CHARTER SCHOOL
- 2: **The corporation is:** PUBLIC - BENEFIT CORPORATION
- 3: **Will this corporation have members:** NO
- 4: **Power of the corporation:**  
B. ARTICLE IV 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 SERVICE 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 EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

**5: The purpose for which this corporation is organized:**

B. ARTICLE V 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 ("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 BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER 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 FOR 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 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; 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 THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW 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.

**6: Distribution of assets on dissolution:**

B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT 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 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.

**7: Corporation's initial registered agent:**

**Name** ELIZABETH A. TUCK-ROWAN  
**Street Address** 4179 GRANT 58  
**City:** REDFIELD  
**State:** AR  
**ZIP:** 72132-

**8: The name and address of each incorporator is as follows:**

**Name 1** LARRY O'BRIANT  
**Address** 712 SCHOOLWOOD

1 COVE, REDFIELD,  
AR 72132

Name 2 JAMES KIGHT  
Address 1628 GRANT 77,  
2 SHERIDAN, AR  
72150

Name 3 AMANDA KIGHT  
Address 714 OSAGE DRIVE,  
3 REDFIELD, AR  
72132

Name 4 ELIZABETH A.  
TUCK-ROWAN  
Address 4179 GRANT 58,  
4 REDFIELD, AR  
72132

Name 5 RONNIE  
MEREDITH  
Address 1208 KIMMEL  
5 ROAD, REDFIELD,  
AR 72132

Name 6  
Address  
6

Name 7  
Address  
7

Name 8  
Address  
8

Name 9  
Address  
9

Name 10  
Address  
10

THIS FILING HAS A  
DELAYED  
EFFECTIVE DATE  
OF JUNE 4TH,  
2013.<BR>

Optional Info:  
ARTICLE IX THE INITIAL BOARD OF DIRECTORS  
OF THE CORPORATION (THE "BOARD") SHALL

BE COMPOSED OF SEVEN (7) MEMBERS. THE NAMES AND ADDRESSES OF THE PERSONS WHO ARE TO SERVE AS THE INITIAL BOARD OF DIRECTORS ARE: LARRY O'BRIANT, PRESIDENT/BOARD DIRECTOR, 712 SCHOOLWOOD COVE, REDFIELD, AR 72132 JAMES KIGHT, VP/BOARD DIRECTOR, 1628 GRANT 77, SHERIDAN, AR 72150 AMANDA KIGHT, SECRETARY/BOARD DIRECTOR, 714 OSAGE DRIVE, REDFIELD, AR 72132 ELIZABETH ANN TUCK-ROWAN, TREASURER/BOARD DIRECTOR, 4179 GRANT 58, REDFIELD, AR 72132 LINDA R. JOHNSON BANKS, BOARD DIRECTOR, 4 S. CASLAS LANE, HOT SPRINGS VILLAGE, AR 71909 TODD DOBBINS, BOARD DIRECTOR, 1804 RIVER ROAD, REDFIELD, AR 72132 RONNIE MEREDITH, BOARD DIRECTOR, 1208 KIMMEL ROAD, REDFIELD, AR 72132 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 THE DIRECTORS SHALL NOT BE LESS THAN THREE (3).

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**Signature of an  
Incorporator:**

**ELIZABETH  
TUCK-ROWAN**

**Part II. Organizational Structure**

**5 Bylaws**

REDFIELD TRI-COUNTY CHARTER SCHOOL  
BYLAWS

The Bylaws (the "Bylaws") govern the affairs of Redfield Tri-County Charter School, 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 open-enrollment 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 Redfield Tri-County Charter School.

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. Purpose. 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, business, 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 Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

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 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.

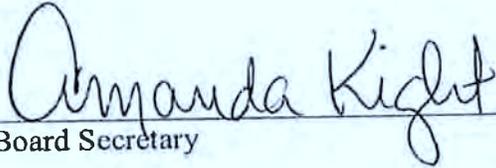
Section 12. Quorum and Voting. A majority of the full number of directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required 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.

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.

These By-laws were adopted by the Board of Directors at its meeting held on 03 June 2013  
by a vote of unanimous vote

  
\_\_\_\_\_  
Board Secretary

**Schedule B. Schools, Universities, Colleges, and Universities**

**Section II Establishment of Racially Nondiscriminatory Policy**

1. Yes, See Bylaws, Article I, Section 5 which is attached behind this document for ease of review.
  
3. Notice of nondiscriminatory policy of RTCCS has yet been published because the application of RTCCS to operate a charter school has not yet been ruled upon by the Arkansas State Board of Education. Therefore, RTCCS 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 Arkansas State Board of Education, the corporation will publish notice if it's nondiscriminatory policy.

REDFIELD TRI-COUNTY CHARTER SCHOOL  
BYLAWS

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ARTICLE I

Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is Redfield Tri-County Charter School.

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. Purpose. 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

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## 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, business, 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 Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

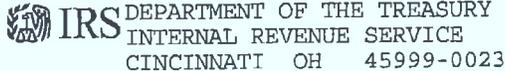
Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate 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.

Redfield Tri-County Charter School

46-2965353



Date of this notice: 06-13-2013

Employer Identification Number:  
46-2965353

Form: SS-4

Number of this notice: CP 575 E

REDFIELD TRI-COUNTY CHARTER SCHOOL  
PO BOX 351  
REDFIELD, AR 72132

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 46-2965353. 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's very important that you use your EIN along with your 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 shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-PF, Return of Private Foundation
- Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to [www.irs.gov/990filing](http://www.irs.gov/990filing) for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

- Form 1120, U.S. Corporation Income Tax Return
- Form 1041, U.S. Income Tax Return for Estates and Trusts
- Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

Redfield Tri-County Charter School

46-2965353

(IRS USE ONLY)

575E

06-13-2013 REDF O 9999999999 SS-4

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service  
PO Box 12192  
Covington, KY 41012-0192

Publication 557, *Tax Exempt Status for Your Organization*, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at [www.irs.gov](http://www.irs.gov). If you don't 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.** You may give a copy of this document to anyone asking for proof of your EIN.
- \* 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.
- \* Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or 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 don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is REDF. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.



**Part III Required Provisions In Your Organizing Document**

**1 Page 4, Article 5, Paragraph 1 per reference and as follows**

**2 Page 6, Article 6, Paragraph 1 per reference and as follows**

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 EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

**5: The purpose for which this corporation is organized:**

**B. ARTICLE V 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 ("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 BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER 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 FOR 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 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; 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 THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW 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.

2.

**6: Distribution of assets on dissolution:**

**B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT 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 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.**

**7: Corporation's initial registered agent:**

**Name** ELIZABETH A. TUCK-ROWAN  
**Street Address** 4179 GRANT 58  
**City:** REDFIELD  
**State:** AR  
**ZIP:** 72132-

**8: The name and address of each Incorporator is as follows:**

**Name 1** LARRY O'BRIANT  
**Address** 712 SCHOOLWOOD

**Part IV.****Narrative Description of Your Activities*****Past***

An organization was formed in October 2012 "Keep Redfield Middle School" to work with the White Hall School Board and Arkansas Dept. of Education in an effort to find ways to keep the middle school open for the students of Redfield. Keep Redfield Middle School has applied for tax exempt status under 501(c)(3) of the Internal Revenue code and received its verbal approval on July 17<sup>th</sup>, 2013 pending formal documentation to follow in the next couple weeks. This organization held fundraising events and accepted donations by the public to raise the funds needed to establish an open-enrollment charter school in Redfield. The Redfield Middle School was closed this May, 2013 and this began the need for an alternative educational opportunity for the children of Redfield.

***Present***

A task force was developed to seek out the best educational opportunities that would be available to the children of Redfield with the closing of the Middle School. The task force felt a need to extend this to the surrounding area. The task force applied and received their non-profit status thru the State of Arkansas effective June 4, 2013 as reflected in Part I, Item 11 of 1023 application.

Redfield Tri-County Charter School (RTCCS) elected a board of directors which are made up of individuals with ties to the Redfield Community that believe a growing, thriving community like Redfield needs local schools. Each member wants the families in and around Redfield to have a quality choice when deciding where their children will attend school. We strongly believe the successful education of children depends on the school, teachers, the parents and the community.

RTCCS has signed a four (4) year lease which does have a very usable structure that can be used for classrooms, admission, library, etc. RTCCS has also received a letter of intent of land donation based on the charter school formation which is attached. RTCCS has setup committees to research all aspects of school needs, portable buildings, buses, curriculum, staff, i.e. to assure our success.

RTCCS has developed a website: [www.redfieldcharterschool.org](http://www.redfieldcharterschool.org) and email for any questions that may arise and to update the public.

RTCCS has setup three (3) public hearings to include the development of flyers and brochures to inform the parents/grandparents of the purpose of a charter school and target areas. Several task force members have met with the Arkansas Department of Education for guidance and have sign up for instructional classes to streamline the charter application with the Department of Education. The last of the three (3) scheduled public hearing was held on July 15, 2013.

Redfield Tri-County Charter School (RTCCS) sole purpose is to provide educational opportunities in the surrounding tri-county area of Redfield (Jefferson, Grant, Pulaski counties). RTCCS will strive to instill core values such as civic duty, honesty, diligence, perseverance, respect, kindness, and independent thinking, all while following a coherent and cumulative curriculum of language, mathematics, civics, science, the arts, humanities, and athletics.

The sole purpose of the 501(c)(3) exempt statuses is for educational purposes only for the operation of the charter school. All funds will be utilized for that purpose.

**The current board and committees spend an average of 12 hours a week on this endeavor. Once the charter school is approved standard work hours for employees and volunteer will be encouraged to participate as frequently as possible. The board will continue to hold monthly meetings and be a working partner with the staff of Redfield Tri-County Charter School.**

***Planned Activities***

**RTCCS plans to submit the charter school application in August of 2013. Our goal is to open RTCCS in August of 2014 as a middle school with grades 6<sup>th</sup> through 8<sup>th</sup> If permission is granted by the Arkansas Department of Education. Each grade will consist of fifty (50) students. If the total number of applicants exceeds the number of open enrollment slots, an admissions lottery will be conducted.**

**Fundraising events will be conducted and public donations will be received by Keep Redfield Middle School to continue raising the necessary funds that will be needed for the establishment of RTCCS. This funding is needed prior to the opening of the school to purchase items such as library books, janitorial supplies, sports equipment, school supplies, and cafeteria equipment.**

**Our vision for the future is to add a grade each year until RTCCS educates grades 6 through 12. Our long term vision is to grow into a kindergarten through 12<sup>th</sup> campus.**

**If RTCCS charter application is approved, funding will come through state general tuition support, federal and local grants, and contributions.**

**Currently everyone involved with this undertaking is a volunteer. Once our 501(c)(3) is approved as well as the charter application, the board of directors will hire a Director of Education. Then the Director of Education with board input will hire a CFO. From this point, those individuals will handle the staffing of the charter school.**

**Part V.**

**1a. Continuance**

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

Name	Title	Mailing Address	Compensation Amount
Linda R. Johnson Banks	Director	4 S. Caslas Lane Hot Springs Village, AR 71909	None
Todd Dobbins	Director	1804 River Road Redfield, AR 72132	None

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

**5a Conflict of Interest Policy**

## Redfield Tri-County Charter School Conflict of Interest Policy

### Article I Purpose

The purpose of the conflict of interest policy is to protect Redfield Tri-County Charter School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Redfield Tri-County Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### Article II Definitions

#### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### 2. Financial Interest

A person has a financial interest if the person has, *directly or indirectly, through business, investment or family:*

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### Article III Procedures

#### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the

opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**  
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
  - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflicts of Interest Policy**
  - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV  
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V  
Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's Organization.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI  
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII  
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII  
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## Redfield Tri-County Charter School Addendum to Conflict of Interest Policy

This addendum will serve as a supplementation to the Conflict of Interest Policy. This addendum applies only to the potential conflict of interest that may be perceived when a board member of Keep Redfield Middle School (KMRS) also serves as a board member of Redfield Tri-County Charter School (RTCCS).

**Background:** KMRS was organized in 2012 and filed for non-profit status as a 501(c)(3) private foundation. This organization was formed for the cause of saving the middle school in Redfield, AR from being closed by the White Hall School District. Its main function is to hold fundraiser events and receive monetary donations in an effort to keep the school open. The organization also holds organized community events in an effort to inform the public of the importance of establishing an open-enrollment charter school in Redfield, AR. Additionally, the organization (as a non-profit) will accept a donation of real property that would be the location of a future open-enrollment charter school in Redfield, AR.

On 23 May 2013, the board members of KMRS met to organize and elect a board for RTCCS. Some of the board members of KMRS were nominated and elected as board members of RTCCS.

It is agreed by both boards that board members may serve on both organizational boards without a conflict of interest. There is no conflict of interest between the organizations at this time, and serving on both boards does not pose an interest to any single board member.

However, both boards agree that each organizational board should elect different officers (President, Vice President, Secretary, and Treasurer) because this could be viewed by the public as a conflict of interest. Therefore; to avoid the appearance of a conflict of interest, individual officers will hold a position on one board only.

The current officers of KRMS are as follows: Todd Dobbins (P), Ronnie Meredith (VP), Mandy Kight (SP), Allison Beasley (Sec), and Stacy Dobbins (T)

The following is a guideline that was used in the election of officers for RTCCS.

- It is agreed that the President of RTCCS should be either a past or present educator with authoritative experience such as principal or superintendent.
- It is agreed that the Vice President of RTCCS should either have the educational background or at least the higher education indicating that this individual has the knowledge to fulfill the duties in the absence of the President.
- It is agreed that the Secretary of RTCCS should have the administrative experience to qualify that individual to perform the basic duties of note-taking (either digitally or manually) and have access to a computer to electronically generate and distribute minutes and reports to the Board of Directors.
- It is agreed that the Treasurer of RTCCS should have basic knowledge of record-keeping and experience in annual financial budgeting.

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

**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? **YES**

**b.** Describe any written or oral arrangements that you made or intend to make. **Redfield Tri-County Charter School has a four (4) year lease agreement with Mr. James Kight for housing the charter school.**

**c.** Identify with whom you have or will have such arrangements. **Arrangements have been made with Mr. James Kight.**

**d.** Explain how the terms are or will be negotiated at arm's length. **Mr. Kight is Vice President/Director has graciously offer property and use of a building for the charter school. Mr. Kight is a key supporter in the development of Redfield Tri-County Charter school. The arm's length negotiation would be classified more in the lines of a donation.**

**e.** Explain how you determine you pay no more than fair market value or you are paid at least fair market value. **The building and property are being leased for \$10.00 a month for a period of four (4) years. Redfield Tri-County Charter School will be responsible for the upkeep of the facilities and utilities.**

**f.** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements. **Building and Property Lease attached.**

**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 officer, 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**

**b.** Describe any written or oral arrangements you made or intend to make. **A lease agreement may be made with an organization in which an officer and three directors of Redfield Tri-County Charter School are also either an officer or director of the organization in which the lease will be arranged.**

**c.** Identify with whom you have or will have such arrangements. **The organization "Keep Redfield Middle School", parent organization to Redfield Tri-County Charter School.**

**d.** Explain how the terms are or will be negotiated at arm's length. **The organization "Keep Redfield Middle School" has solicited the donation of a building that can be used for a charter school. If this organization receives this property, it will be repaired, renovated, and maintained by Keep Redfield Middle School until Redfield Tri-County Charter School receives its state charter aid funding in July 2014. At that time, Keep Redfield Middle School will lease the property to Redfield Tri-County Charter School as a means to recover expenses associated with the acquisition, repair, renovation, and maintenance costs.**

**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. **A local real estate agency that specializes in property leasing will conduct a market analysis as a measure of determination of fair market value.**

f. Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements. ***No lease arrangement has been determined since the donating entity has not yet made any final decisions on the disposition of the property.***

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

**1a.** RTCCS will provide services to individuals; namely RTCCS will provide educational services to students as the sole purpose of the operation of Redfield Tri-County Charter School.

**Part VIII. Your Specific Activities**

**4a** Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)

**Foundation grant solicitations:** RTCCS will solicit foundation grant funding that is available for charter schools through the assistance of the Arkansas Public School Resource Center.

**Accept donations on your website:** RTCCS accepts public donations via our website, [www.redfieldtricitycharterschool.com](http://www.redfieldtricitycharterschool.com).

**Government grant solicitations:** RTCCS will solicit government grant funding that is available for charter schools to with the assistance of a grant writer.

**Other typical fundraising activities include candy sales and other school-related fundraisers in which students would participate in.**

**4d** 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.

**Fundraising will be conducted in the state of Arkansas in a four (4) county area – Jefferson, Grant, Pulaski and Saline. Fundraising will only be done for Redfield Tri-County Charter School.**

**4e** 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.

**If Redfield Tri-County Charter School accepts any donations from a contributor that stipulates the intended use of their donation, RTCCS will maintain a separate account. At this time there are no programs in place or donations of this nature.**

**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. **A donation of five (5) acres of land is pending and contingent upon the tax exemption approval of this organization and the subsequent approval to operate a charter school by the Arkansas Dept. of Education. The donation of this land will be used to build additional school campus facilities as each grade is added to the school.**

**Part VIII, Your Specific Activities (Continued)**

**15** Do you have a close connection with any organizations? If "Yes," explain. **Keep Redfield Middle School, as the parent organization of Redfield Tri-County Charter School has also applied for their 501(c)(3) Public Charity status to which they will support RTCCS in charitable donation in the form of volunteer's time, gifts and contributions as it relates to the key areas of student need and facilities.**

The parent organization to Redfield Tri-County Charter School is "Keep Redfield Middle School", Federal EIN: 46-1231877. Keep Redfield Middle School was organized in October 2012 by community members

of Redfield, AR. Form 1023 was submitted in November 2012, and the tax exempt status for Keep Redfield Middle School is in the final stages of process (Group #7826, ID#1004826). This organization worked with the White Hall School District and the Arkansas Dept. of Education to suggest ways to keep the middle school open in Redfield. The organization held public meetings during this time to inform the community of the changes and decisions that were taking place with the White Hall School District. Public donations were received to help pay for the expenses involved in the research such as document printing, FOIA fees, and attorney fees. This organization presented ideas and suggestions to the school board and the state board of education, but the school board voted to close Redfield Middle School in January 2013 with May 2013 being the last month of operation.

Once the board closed the school, Keep Redfield Middle School began looking into establishing an open-enrollment public charter school in Redfield, AR. After several public meetings, it was clear that there is an overwhelming community desire to establish an open-enrollment public charter school. Keep Redfield Middle School accepts public donations and raises money through fundraising activities to start an operating fund for the charter school.

The Board of Directors for Redfield Tri-County Charter School was voted in by the Board for Keep Redfield Middle School. Directors were chosen based on educational background and business knowledge. Officers of Redfield Tri-County Charter School were voted in by their Board of Directors.

The organization, Redfield Tri-County Charter School adopted an addendum to the Conflict of Interest Policy which indicates that some members of the board of directors may also serve on the board of directors for Keep Redfield Middle School. The following is a list of the current members that serve on both boards and are also voting members of each organization:

- Amanda Kight serves as Spokesperson for Keep Redfield Middle School and also serves as a board member and holds the officer position of Secretary for Redfield Tri-County Charter School.
- Todd Dobbins serves as President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Ronnie Meredith serves as Vice President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Linda Banks serves as a board member of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School.

No officer of either organization serves in the same position for either board.

Keep Redfield Middle School will continue accepting public donations and having fundraisers on behalf of Redfield Tri-County Charter School so the operating money will be available to obtain and set up portable class room buildings, turn on the utilities, and purchase the start-up supplies that will be needed prior to the opening of the school.

Keep Redfield Middle School has also solicited property donations of two buildings, one of which may be leased to Redfield Tri-County Charter School at or below fair market value. As the school enrollment grows each year, additional campus space will be needed to eventually have an elementary, middle, and high school operated by Redfield Tri-County Charter School.

The long-term goal for Keep Redfield Middle School is to develop a children's program for afterschool activities and a summer learning program that will involve grades 4 through 8 in Redfield and the surrounding tri-county area.

The long-term goal for Redfield Tri-County Charter School is to open and maintain an open-enrollment public charter school for grades 6 through 8 adding a grade per year over the next four years to establish

both a middle and high school operated by Redfield Tri-County Charter School. At year five, elementary grades K – 5 will start to be added, establishing an enrollment of approximately 650 total students.

The two organizations will be tied together by providing the students in the City of Redfield and the surrounding tri-county area an option to attend an open-enrollment public charter school and also provide them an opportunity to socialize and learn in a safe environment after school and during the summer months when school is not in session. Select members of each organization will volunteer their time in the development of programs, curriculum, and grant-writing for both organizations.

**PART IX. Financial Data** *(Continued)*

**B. Balance Sheet**

\*Total Liabilities and Fund Balances or Net Assets are as of 6/30/13.

**PART IX. Financial Data**

**B. Balance Sheet**

Expenses

23. Any expense not otherwise classified, such as program services (attach itemized listed)

***Tax Period 01/01/13 thru 06/30/13***

Fee for Arkansas Non-Profit Registration	<u>\$ 45.00</u>
--	-----------------

***Tax Period 07/01/13 thru 06/30/14***

N/A	<u>\$ 0.00</u>
-----	----------------

***Tax Period 07/01/14 thru 06/30/15***

Equipment (Computers/Copier/Phone System	\$ 26,200.00
Classroom Supplies	\$ 8,000.00
Furniture	\$ 70,500.00
Contract Services to include transportation (bus/fuel)	\$111,909.00
Food and Services	<u>\$ 83,250.00</u>
	\$299,859.00

***Tax Period 07/01/15 thru 06/30/16***

Equipment (Computers/Copier/Phone System	\$ 24,271.00
Classroom Supplies	\$ 8,000.00
Furniture	\$ 40,500.00
Contract Services to include transportation (bus/fuel)	\$129,500.00
Food and Services	<u>\$121,000.00</u>
	\$323,271.00

**Schedule B Schools, Colleges, and Universities**

**1b.** Redfield Tri-County Charter School (RTCCS) will start out with grades 6 thru 8 with plans to add an additional upper grade until 12<sup>th</sup> grade has been reached. Also based on the needs of the student population, RTCCS would look at regressing back 5<sup>th</sup> grade thru kindergarten.

**2b.** The funds for operation of a charter school, should RTCCS Arkansas 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 Arkansas State Board of Education grants RTCCS's application for a charter to operate a school.

**Schedule B. Schools, Universities, Colleges, and Universities**

**Section II Establishment of Racially Nondiscriminatory Policy**

5. Estimated racial composition numbers are based on demographics of the areas of which anticipated student population would be derived from and faculty/staff availability in the area.

- 7a. List of Incorporators, founders, board members, and donors of lands or buildings, whether individuals or organizations.

Incorporator:

Elizabeth A. Tuck-Rowan  
4179 Grant 58  
PO Box 77  
Redfield, AR 72132

Founders/Board Members:

Larry O'Briant  
712 Schoolwood Cove  
Redfield, AR 72132

James Kight  
1628 Grant 77  
Sheridan, AR 72132

Amanda Kight  
714 Osage Drive  
Redfield, AR 72132

Elizabeth A. Tuck-Rowan  
PO Box 77  
Redfield, AR 72132

Ronnie Meredith  
1208 Kimmel Road  
Redfield, AR 72132

Todd Dobbins and Stacy Dobbins  
1804 River Road  
Redfield, AR 72132

Linda R. Johnson Banks  
4 S. Caslas Lane  
Hot Springs Village, AR 71909

LEASE AGREEMENT

Redfield Tri-County Charter School, AKA (The Tenant)

P.O Box 351

Redfield, AR 72132

tricountycharterschool@gmail.com

&

James Kight, AKA (The Landlord)

1628 Grant 77

Sheridan, AR 72132

501-397-2220

The above mentioned two parties hereby agree to the following terms and conditions of this Lease Agreement for the following property:

Address: 1811 HWY 365 North, Redfield, AR 72132

Lease Term:

Start Date: 01 June 2013

End Date: 31 May 2017

The Tenant shall pay the Landlord a monthly rent of \$10 for the complete Lease Term as stated above. Payment will be made in advance for each month before the end of the fifth business day at 5:00 PM.

The Tenant is responsible for the following utility expenses:

Water, Electric

At the end of this Lease Agreement Term the Tenant will return the possession of the Leased Property in good condition with reasonable wear and tear. Upon vacating the premises the Tenant shall not leave behind any personal belongings or any debris.

The Tenant shall not sub-let the above mentioned Property during the terms of this lease Agreement or allow another person to occupy the Property without the Landlord's written consent before hand.

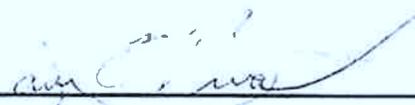
If the Tenant obtains a permanent location for the charter school, this Lease Agreement will be terminated when the Tenant moves to its new location.

The Tenant shall not conduct any business that is a nuisance, hazardous, or that would require an increase in insurance premiums. The Tenant hereby warrants that the Leased Property will only be used to conduct the following type of business activities:

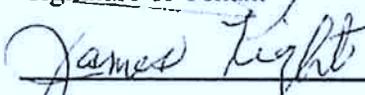
Charter School for Redfield Tri-County Charter School

If there is any breach of payment or other terms of this Lease Agreement the Landlord hereby has full rights to terminate this Lease Agreement in accordance with state law and then re-claim complete possession of the above mentioned Leased Property. In addition to any other legal remedies that are available to the Landlord that may arise from such a breach.

By signing below, this Lease Agreement shall be binding upon the benefit of the parties, their successors, assigns and personal representatives.

  
\_\_\_\_\_

Signature of Tenant

  
\_\_\_\_\_

Signature of Landlord

LETTER OF INTENT

For Donation To

Redfield Tri-County Charter School

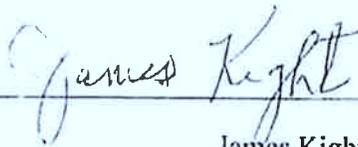
03 June 2013

I, Mr. James Kight, am expressing my intent to make a donation to Redfield Tri-County Charter School (RTCCS), a non-profit corporation organized under the laws of the State of Arkansas. When it becomes appropriate, the Parties intend to enter into a more formal agreement, if required. This Letter of Intent (LOI) will constitute the agreement between the Parties until such a document is executed.

RTCCS intends to obtain approval from the State of Arkansas to establish a charter school in Redfield, AR. My donation shall advance the primary goal of RTCCS, to wit: the education and nurturing of the children from Redfield and its surrounding areas in Jefferson, Grant, and Pulaski counties.

RTCCS has submitted all necessary paperwork to obtain 501(c)3 status. RTCCS and I understand my intent to donate is subject to RTCCS obtaining its 501(c)3 status, obtaining the approval to establish a charter school, and building the charter school on the land I am donating. When RTCCS obtains its 501(c)3 status, obtains the approval to establish a charter school, and commits to building a school on the land I intend to donate, I hereby intend to unconditionally donate five (5) acres of known as Lot 10 Redfield Acres #3 valued at approximately \$30,000 to RTCCS. This donation will be used by RTCCS to further its goal of the establishment of a charter school in Redfield.

If RTCCS fails to obtain 501(c)3 status, fails to obtain approval to establish a charter school in Redfield, or fails to build a charter school on the five (5) acres of land known as Lot 10 Redfield Acres #3, the land will remain my property and the donation will be null and void.

  
\_\_\_\_\_  
James Kight

**Internal Revenue Service**  
**P.O. Box 2508**  
**Cincinnati, OH 45201**

**Department of the Treasury**

**Date: August 19, 2013**

REDFIELD TRI COUNTY CHARTER SCHOOL  
% ELIZABETH A TUCK-ROWAN  
P O BOX 351  
REDFIELD AR 72132-0351

**Person to Contact:**

Mr. Flammer #0203604

**Toll Free Telephone Number:**

877-829-5500

**Employer Identification Number:**

46-2965353

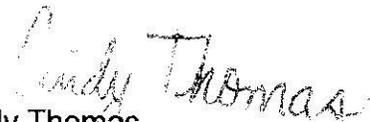
Dear Applicant:

This is in response to your request for expedited processing of your application for tax-exempt status. Your request for expedited processing was approved and your application will be assigned to the next available determination specialist.

Although your expedite request was approved, that does not guarantee approval of your application for exemption.

If you have questions regarding the status of your application, please call us at the toll-free number shown in the heading of this letter.

Sincerely,



Cindy Thomas  
Manager, Exempt Organizations  
Determinations

# AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am account executive

Of the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and

That from my own personal knowledge and reference to the files of said publication, that advertisement of:

Redfield Tri - County Charter School was inserted in the regular editions on  
Sunday, June 16, Sunday, June 23, Sunday, June 30, 2013

Subscribed and sworn to before me this

1st day of July 2013

Notary Public

My Commission Expires: 03-21-2021



among Eastern and Southern teams.

Jackie Robinson, the first black to play in Major League Baseball in 1947 as a Brooklyn Dodger, was recruited from the Negro Base-

in later years, the last of the Negro Leagues teams folded in the early 1960s.

More information on the exhibit can be found on the library's website at lamanlibrary.org.

**PUBLIC NOTICE**

REDFIELD TRI-COUNTY CHARTER SCHOOL  
<http://www.redfieldtricitycharterschool.org/>  
 HAS AN EXCITING EDUCATIONAL OPPORTUNITY  
 FOR 6th – 8th GRADE STUDENTS  
 IN REDFIELD AND SURROUNDING AREAS  
 IN JEFFERSON, GRANT, AND PULASKI COUNTIES  
 Three Public Meetings Scheduled To Discuss  
 Establishing A Charter School In Redfield

DATE	TIME	LOCATION
Monday, 08-JUL-2013	7:00-8:00 PM	Redfield American Legion 800 Mark Twain, Redfield, AR 72132
Monday, 15-JUL-2013	7:00-8:00 PM	Lone Pine Missionary Baptist Church 27508 Hwy. 365, Hensley, AR 72065
Monday, 22-JUL-2013	7:00-8:00 PM	Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd., Redfield, AR 72131

**Relax With LeafGuard**

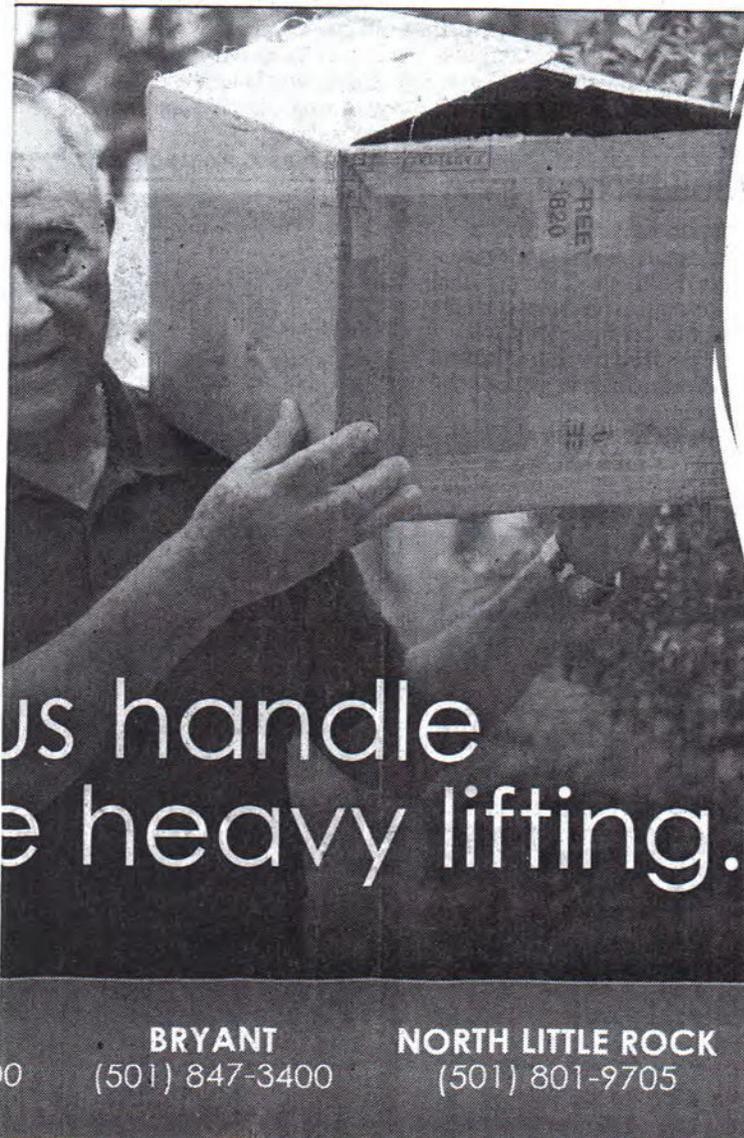


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 (501) 801-9705

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[foxridgeliving.net](http://foxridgeliving.net)

County sheriff's office, and Bonds was found hiding in the woods.

The motorcycle had been stolen from Lawson Road Auto Sales, the report said.

Bonds was charged with theft by receiving and taken to Pulaski County jail, where he's being held in lieu of a \$7,500 bond.

wasn't so lucky. "I was injured," he said.

**Arrested, if bat hits**

The Rock man Friday night after a man in the sports say. dan, 51, told Rock police the victim

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**PUBLIC NOTICE**

REDFIELD TRI-COUNTY CHARTER SCHOOL  
<http://www.redfieldtricitycountycharterschool.org/>  
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		Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd., Redfield, AR 72132



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VEHICLE	COLOR	AVAILABILITY
2013 ESCALADE	WHITE	NOW
2013 ATS	SILVER	NOW
2013 SRX	SILVER	AVAILABLE SOON
2013 SRX	BLACK ICE	SOLD
2013 SRX	RED	NOW
2013 SRX	SILVER	NOW
2013 SRX	GRAY FLANNEL	NOW
2013 SRX	RED	SOLD
2013 SRX	PLAY ICE	NOW
2013 SRX	GRAY FLANNEL	SOLD
2013 XTS	RED	SOLD
2013 ATS	SILVER	AVAILABLE SOON
2013 ATS	WHITE	NOW
2013 ATS	BLACK	NOW
2013 CTS	SUMMER GOLD	NOW
2013 ESCALADE	MOCHA	NOW
2013 XTS	SAPPHIRE BLUE	NOW
2013 ESCALADE	WHITE DIAMOND	SOLD
2013 XTS	BLACK	NOW
2013 SRX	RED	SOLD
2013 CTS	SILVER	NOW
2013 ATS	BLACK	NOW
2013 ATS	WHITE	NOW
2013 ESCALADE	RED	NOW
2013 ATS	SILVER	NOW
	THUNDER	AVAILABLE SOON

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Disclosure: Starting @ payment of \$299 mo on 39 mo 10,000 miles per year. Smart Lease on Parker Courtesy Car ATS MSRP \$37,990.00. Taxes included include Current State, County (1%), City (1%), Taxes may vary depending on registration address. Property tax Not included. W.A.C. See Dealer for Details. Offer ends 6-30-2013

# Controlled burning helps forest thrive

## Controlled burns thin out trees, lead to regenerated growth

**Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.**

of sun.”

Trees can better withstand the burning if the fire is limited to the base than if the fire has reached the treetops, Anderson said. Controlled burns are generally ground-level fires.

Anderson and two officials with the park acknowledged that there are people in Arkansas who question or oppose the practice of controlled burns.

“I think the main reason people are concerned about prescribed burns is the smoke,” Anderson said, adding that there are ways to control it. “I know that 10 years ago, this whole state was learning how to manage smoke.”

Fred Sutton, a park ranger, agreed.

“Most of the people around here have bought into the prescribed burning, but their biggest concern is smoke,” Sutton said during a question-and-answer session. When the park conducts a burn, factors taken into account include humidity, temperature, moisture on the ground and the position of

the jet stream, he added.

Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.

But between 1921 and about the 1970s and '80s, “the idea was that all fire is bad,” Anderson said.

“It all started with the ‘Smokey the Bear’ thing,” said Hobbs park’s assistant superintendent, Jay Schneider, referring to the long-running public-service campaign. “Before 1980, it was: Put out all fires at all costs.”

But after a major fire at Yellowstone National Park in the '80s, the federal government began questioning whether decades of no controlled burns had created more fuel for the Yellowstone fire, and policymakers began making changes.

Sutton and Schneider said that in 2012, lightning strikes triggered about a half-dozen fires in the conservation area and previous prescribed burns limited their spread.

Only one of them was sizable — a fire the first week of August 2012 that consumed 30 to 35 acres, they said. The rest burned 3 acres or less.

Anderson said that elsewhere across the state, federal and state agencies have found that controlled burns eventually lead to regenerated growth. In some cases, this has even included the appearance of rare plant species and native grasses not seen since the 1800s, he added.

“All this is driven scientifically, in trying to keep these species off the endangered lists,” he said. “This is all about keeping these species around.”

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121 E. Capitol Ave. / Little Rock, AR 72201

[sward@arkansasonline.com](mailto:sward@arkansasonline.com)

---

To whom it may concern:

Date 5-18-13

I am a parent/guardian that believes in the importance of education. Our community is struggling in dealing with the loss of one of our schools by our school district for financial reasons. Students are facing problems from this loss and forced relocation.

Teachers and our community leaders have a responsibility to give our children the best opportunity to succeed. I believe in the freedom of choice. Parents need to have a choice in the education of their children. Redfield, Arkansas has a great history of educating our children and we need to maintain facilities here in our community.

Whenever choice is involved in education: students, parents and communities are greatly benefited. The proposed forming of a Charter School with the support community members of Redfield is bringing a new resource to help change and improve our educational climate. This voice of hope is meeting our community's educational needs and our community's structural needs keeping a school within our township.

Sincerely,

Régina Pickering

## Redfield Middle School

*I support the establishment of an open-enrollment public charter school in Redfield, AR*

Name	City of Residence	Phone Number	Signature
Linda Lawson	Redfield	397 6507	Linda Lawson
Sallie Dalton	"	397-2451	Sallie Dalton
Bluff	Redfield	573-521-9700	Bluff
Michelle Downie	Redfield	5013981138	Michelle Downie
Josh Downie	Redfield	5019513780	Josh Downie
Molly Wingard	Redfield	501397-5402	Molly Wingard
Brandon Walker	Woodson	5013195337	Brandon Walker
Ronald Taylor	Kine Bluff	(870) 592-1390	Ronald Taylor
Judd A. Mitty	Redfield	(501) 397-7151	Judd A. Mitty
Brandi Perry	Redfield	870 489-5887	Brandi Perry
Teressa King	Redfield	501 765-8683	Teressa King
Joy K. Cates	Redfield	501-200-0152	Joy K. Cates
Christy Haly	Redfield	501 397-2207	Christy Haly
Jennifer Muth	Redfield	3555217	Muth
Blene Haddox	Redfield	501-397-6201	Blene Haddox
Kenneth Rush	Redfield	501 903 1600	Rush
Compton King	Jefferson	501 831 3207	King
Marti Hall	Redfield	501-842-5552	Marti Hall
Wicki McClain	Redfield	501-5412689	Wicki McClain
Robin Cooper	Jefferson	501-786-0428	Robin Cooper
Angela Lee	Redfield	479 363-4248	Angela Lee
Tom Gests	Redfield	870-489-5036	Tom Gests
Judy Howard	White Hall	870-329-8165	Judy Howard
Linda Barnett	Redfield	501-397-5003	Linda Barnett

office

# **McDaniel & Company Realtors**

**Gary Case Realtor  
10101 Mabelvale Plaza, Suite 9  
Little Rock, AR 72209  
501-920-1698**

**May 14, 2013**

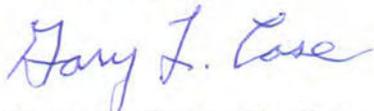
**To whom it may concern:**

**I am writing this letter in support of the forming of the Redfield Tri-County Charter School in Redfield, Arkansas due to the loss of our school closing due to financial reason by the school district.**

**I believe the forming of the Redfield Tri-County Charter School is in the best interest for the community and citizens to afford their children an opportunity for the best educational program here within the community.**

**It is my belief that the academic programs offered by the Redfield Tri-County Charter School will complement the programs offered by public schools as well as enhance the education opportunities available to our children.**

**Sincerely,**



**Gary L. Case, Realtor**

# REDFIELD

...WHERE THE SOUTH BEGINS

RITA JACKSON  
City Clerk  
redfieldcity@yahoo.com

TONY LAWHON  
Mayor  
mtlawhon@hotmail.com

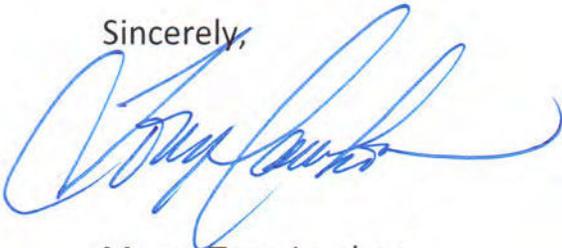
May 17, 2013

To Whom It May Concern:

In my position as mayor of the great city of Redfield, Arkansas, I fully support the establishment of a Charter School. This educational institution will be a tremendous benefit to all of our families and our community as a whole.

As a father, I also look forward to my children attending the Redfield Tri-County Charter School.

Sincerely,



Mayor Tony Lawhon



STATE OF ARKANSAS

# House of Representatives

May 16, 2013

To whom it may concern:

I am writing this letter to request your consideration of a proposed K-12 Redfield Tri-County Charter School located in Redfield. The proposed school would service students in the Redfield area who live in parts of Grant, Jefferson and Pulaski counties.

The Redfield community is part of the White Hall School District. White Hall has traditionally operated an elementary school and middle school in Redfield, but the district has decided to close the middle school effective at the end of this school year. As I understand it, a local group – the Keep Redfield Middle School Task Force – was subsequently formed and is in the process of obtaining the Charles Rivers Lab Building in Redfield for the purpose of housing a charter school. The three-story, 87,000-square-foot facility is located at 100 Boone Road in Redfield.

Residents of the community have expressed to me their strong feelings that a local school is vital to the growth and health of their town. Representatives of the task force say the new charter school will not only provide students the choice of a closer educational opportunity (versus bussing to White Hall), but will also provide a unique technological environment unavailable in a standard public school facility. Certainly we know the academic benefits of a successful charter school can be outstanding.

Thank you for taking time to carefully review the group's application, and I appreciate your consideration of their request.

Sincerely,

A handwritten signature in cursive script that reads "Andy Mayberry".

Andy Mayberry  
State Representative, District 27

## REPRESENTATIVE

Andy Mayberry  
3022 East Woodson Lateral Road  
Hensley, Arkansas 72065-9169

501-888-3522 Business  
andymayberry@windstream.net

## DISTRICT 27

### Counties:

Part Saline  
Part Pulaski

## COMMITTEES:

Public Health, Welfare and Labor  
Health Services Subcommittee

City, County and Local Affairs  
Finance Subcommittee

Legislative Joint Auditing

## **RTCCS 2014-2015 School Calendar**

### **Instructional Days**

1 <sup>st</sup> Quarter	August 18 – October 17 (44 Days)
2 <sup>nd</sup> Quarter	October 20 – December 19 (40 Days)
3 <sup>rd</sup> Quarter	January 5 – March 13 (47 Days)
4 <sup>th</sup> Quarter	March 16 – May 29 (47 Days)

**178 Days of Instruction**

### **Non-Instructional Days/Staff Development (Inservice Year = 01 June 2014 – 31 May 2015)**

August 12-14	Inservice
October 22	Inservice
October 31	AEA Day
January 16	Inservice
March 20	Inservice
June 1	Inservice

**42 Hours (7X6 hours) of Inservice Included in School Calendar**

### **Holidays/No School**

September 1	Labor Day
November 26-28	Thanksgiving Break
December 22 – January 2	Christmas Break
January 19	Martin Luther King Day
February 16	President's Day
March 23-27	Spring Break
April 17	Good Friday
May 25	Memorial Day

### **Parent/Teacher Conferences**

October 21	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)
March 19	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

February 16, 2015 if missed prior to this date

April 17, 2015 if missed prior to this date

June 2, 2015

June 3, 2015

June 4, 2015

If the snow make-up days occur past the first two dates above and more than three days are missed, the next make-up date will be June 5, 2015 and June 8, 2015.

Class Schedule For Redfield Tri-County Charter School

Period	Time	Instructional Minutes
Teachers Available To Assist Students	7:45am – 8:05am	20 minutes
1 <sup>st</sup> Period	8:10am – 9:00am	50 minutes
2 <sup>nd</sup> Period	9:05am – 9:55am	50 minutes
3 <sup>rd</sup> Period	10:00am – 10:50am	50 minutes
Lunch A	10:55am – 11:30am	0 minutes
4 <sup>th</sup> Period (B Lunch Students)	10:55am – 11:45am	50 minutes
4 <sup>th</sup> Period (A Lunch Students)	11:35am – 12:25pm	50 minutes
Lunch B	11:50pm – 12:25pm	0 minutes
5 <sup>th</sup> Period	12:30pm – 1:20pm	50 minutes
6 <sup>th</sup> Period	1:25pm – 2:15pm	50 minutes
7 <sup>th</sup> Period	2:20pm – 3:10pm	50 minutes
8 <sup>th</sup> Period	3:15pm – 3:45pm	30 minutes

Total Instructional Minutes = 400 minutes

**Public Charter School Application  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>Salary 2014-2015</b>		<b>Salary 2015-2016</b>	
<i>Line#</i>	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>		<b>2015-2016 No. FTEs</b>	
1	Director/CFO/Principal	1	\$67,500.00	1	\$69,000.00
2	Administrative Assistant	1	\$28,500.00	1	\$29,000.00
3	Principal	0		1	\$55,000.00
4					
5					
6					
7	<b>Subtotal:</b>		\$96,000.00		\$153,000.00
8	Fringe Benefits (rate used 30%)		\$28,800.00		\$45,900.00
9	<b>Total Administration:</b>		\$124,800.00		\$198,900.00

<b>Regular Classroom Instruction:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
10	Teachers	9	\$34,314.00	11	\$35,021.00
11	Aides	4	\$20,500.00	5	\$20,910.00
12	<b>Subtotal:</b>		\$390,826.00		\$489,781.00
13	Teacher Fringe Benefits (rate used 30%)		\$92,647.80		\$115,569.30
14	Aide Fringe Benefits (rate used 25%)		\$20,500.00		\$26,137.50
15	<b>Total Regular Classroom Instruction:</b>		\$503,973.80		\$631,487.80

<b>Special Education:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
16	Teachers	1	\$34,314.00	1	\$35,021.00
17	Aides	0	\$0.00		
18	<b>Subtotal:</b>		\$34,314.00		\$35,021.00
19	Teacher Fringe Benefits (rate used 30%)		\$10,294.20		\$10,506.30
20	Aide Fringe Benefits (rate used _____)		\$0.00		
21	<b>Total Special Education:</b>		\$44,608.20		\$45,527.30

<b>Gifted and Talented Program:</b>		<b>2014-2015</b>		<b>2015-2016</b>	
		<b>No. FTEs</b>		<b>No. FTEs</b>	
22	Teachers	0		0	
23	Aides	0		0	
24	<b>Subtotal:</b>		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
27	<b>Total Gifted and Talented Program:</b>		\$0.00		\$0.00

**Alternative Education Program/  
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers	0		0	
29 Aides	0		0	
30 <b>Subtotal:</b>		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>		\$0.00		\$0.00

**English Language Learner Program:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
34 No funds budgeted because of waiver	0	\$0.00	0	\$0.00
35 _____				
36 _____				
37 _____				
38 _____				
39 <b>Subtotal:</b>		\$0.00		\$0.00
40 Fringe Benefits (rate used 30% )		\$0.00		\$0.00
41 <b>Total English Language Learner Program:</b>		\$0.00		\$0.00

**Guidance Services:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
42 Part-Time Guidance Counselor	0.5	\$34,314.00	0	
43 Full-Time Guidance Counselor	0		1	\$35,021.00
44 _____				
45 _____				
46 _____				
47 <b>Subtotal:</b>		\$17,157.00		\$35,021.00
48 Fringe Benefits (rate used 30% )		\$5,147.10		\$10,506.30
49 <b>Total Guidance Services:</b>		\$22,304.10		\$45,527.30

**Health Services:**

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
50 To Be Contracted Out	0		0	
51 _____				
52 _____				
53 _____				
54 _____				
55 <b>Subtotal:</b>		\$0.00		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00		\$0.00
57 <b>Total Health Services:</b>		\$0.00		\$0.00



**Food Services:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>	<b>2015-2016 No. FTEs</b>
90	To be contracted out _____	0 _____	0 _____
91	_____	_____	_____
92	_____	_____	_____
93	_____	_____	_____
94	_____	_____	_____
95	<b>Subtotal:</b>	\$0.00 _____	\$0.00 _____
96	Fringe Benefits (rate used _____)	\$0.00 _____	\$0.00 _____
97	<b>Total Food Services:</b>	\$0.00 _____	\$0.00 _____

**Data Processing:**

	<b>List Positions</b>	<b>2014-2015 No. FTEs</b>	<b>2015-2016 No. FTEs</b>
98	To be contracted out _____	0 _____	0 _____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	<b>Subtotal:</b>	\$0.00 _____	\$0.00 _____
104	Fringe Benefits (rate used _____)	\$0.00 _____	\$0.00 _____
105	<b>Total Data Processing:</b>	\$0.00 _____	\$0.00 _____

**Substitute Personnel:**

		<b>2014-2015 No. FTEs</b>	<b>2015-2016 No. FTEs</b>
106	Number of <b>Certified</b> Substitutes <u>0</u>	0 _____	0 _____
107	Number of <b>Classified</b> Substitutes <u>0</u>	0 _____	0 _____
108	<b>Subtotal:</b>	\$0.00 _____	\$0.00 _____
109	Certified Fringe Benefits (rate used _____)	\$0.00 _____	\$0.00 _____
110	Classified Fringe Benefits (rate used _____)	\$0.00 _____	\$0.00 _____
111	<b>Total Substitute Personnel:</b>	\$0.00 _____	\$0.00 _____

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>	\$778,240.20 _____	\$1,050,017.40 _____
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>State Public Charter School Aid:</b>			
<b>2014-2015</b>			
1	No. of Students <u>175</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$1,141,175.00</u>	
2	No. of Students <u>175</u> x <u>\$44.00</u> Professional Development	<u>\$7,700.00</u>	
3	No. of Students <u>105</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$54,285.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
<b>2015-2016</b>			
6	No. of Students <u>225</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,467,225.00</u>
7	No. of Students <u>225</u> x <u>\$44.00</u> Professional Development		<u>\$9,900.00</u>
8	No. of Students <u>135</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$69,795.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$1,203,160.00</u></u>	<u><u>\$1,546,920.00</u></u>
<b>Other Sources of Revenues:</b>			
<i>( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other ( <i>Specifically Describe</i> )		
15	LOI For Donation From KRMS	<u>\$12,000.00</u>	
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$12,000.00</u></u>	
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,215,160.00</u></u>	<u><u>\$1,546,920.00</u></u>

**EXPENDITURES**

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
<b>Administration:</b>			
18	Salaries and Benefits	<u>\$124,800.00</u>	<u>\$198,900.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Pest Control</u>	<u>\$1,200.00</u>	<u>\$1,200.00</u>
20	V - AD 2 <u>Copier Lease</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,500.00</u>
25	Equipment		
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	<b>Total Administration:</b>	<u><u>\$135,000.00</u></u>	<u><u>\$209,600.00</u></u>

<b>Regular Classroom Instruction:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$503,973.80</u>	<u>\$631,487.80</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$5,500.00</u>	<u>\$6,500.00</u>
39	Equipment	_____	_____
	Other (List Below)		
40	Textbooks	<u>\$35,000.00</u>	<u>\$8,000.00</u>
41	Tables and Chairs for students	<u>\$9,000.00</u>	<u>\$2,000.00</u>
42	Desks and Chairs for teachers & staff	<u>\$7,500.00</u>	<u>\$7,500.00</u>
43	_____	_____	_____
44	_____	_____	_____
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$560,973.80</u></u>	<u><u>\$655,487.80</u></u>
<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$44,608.20</u>	<u>\$45,527.30</u>
	Purchased Services - List Vendors Below		
47	V - SE1 _____	_____	_____
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	<u>\$200.00</u>	<u>\$500.00</u>
53	Equipment	<u>\$1,000.00</u>	<u>\$1,500.00</u>
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u><u>\$45,808.20</u></u>	<u><u>\$47,527.30</u></u>
<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 No funds budgeted because of wiaver	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	<b>Total Gifted and Talented Program:</b>	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

**Alternative Education Program/ Alternative Learning Environments:**

	<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
74	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
75	V - ALE1 No funds budgeted because of waiver	
76	V - ALE2	
77	V - ALE3	
78	V - ALE4	
79	V - ALE5	
80	Supplies and Materials	
81	Equipment	
82	Other (List Below)	
83		
84		
85		
86		
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<b>\$0.00</b>

**English Language Learner Program:**

88	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
89	V - ELL1	
90	V - ELL2	
91	V - ELL3	
92	V - ELL4	
93	V - ELL5	
94	Supplies and Materials	
95	Equipment	
	Other (List Below)	
96	Stipend for ELL Duties	\$550.00
97		
98		
99		
100		
101	<b>Total English Language Learner Program:</b>	<b>\$550.00</b>

**Guidance Services:**

102	Salaries and Benefits	\$22,304.10
	Purchased Services - List Vendors Below	
103	V - GS1	
104	V - GS2	
105	V - GS3	
106	V - GS4	
107	V - GS5	
108	Supplies and Materials	
109	Equipment	
	Other (List Below)	
110		
111		
112		
113		
114		
115	<b>Total Guidance Services:</b>	<b>\$22,304.10</b>

<b>Health Services:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Part Time Nurse</u>	\$20,000.00	\$20,400.00
118	V - HS2 _____	_____	_____
119	V - HS3 _____	_____	_____
120	V - HS4 _____	_____	_____
121	V - HS5 _____	_____	_____
122	Supplies and Materials	\$250.00	\$350.00
123	Equipment	\$1,000.00	\$500.00
124	Other (List Below)		
125	_____	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	<b>Total Health Services:</b>	<u>\$21,250.00</u>	<u>\$21,250.00</u>

<b>Media Services:</b>			
130	Salaries and Benefits	\$22,304.10	\$45,175.00
	Purchased Services - List Vendors Below		
131	V - MS1 _____	_____	_____
132	V - MS2 _____	_____	_____
133	V - MS3 _____	_____	_____
134	V - MS4 _____	_____	_____
135	V - MS5 _____	_____	_____
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139	_____	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	<b>Total Media Services:</b>	<u>\$22,304.10</u>	<u>\$45,175.00</u>

<b>Fiscal Services:</b>			
144	Salaries and Benefits	\$42,250.00	\$42,900.00
	Purchased Services - List Vendors Below		
145	V - FS1 _____	_____	_____
146	V - FS2 _____	_____	_____
147	V - FS3 _____	_____	_____
148	V - FS4 _____	_____	_____
149	V - FS5 _____	_____	_____
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	<b>Total Fiscal Services:</b>	<u>\$42,250.00</u>	<u>\$42,900.00</u>

<b>Maintenance and Operation:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 Custodial Contract	\$5,000.00	\$5,200.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	Electric	\$14,000.00	\$16,000.00
167	Water	\$4,000.00	\$4,750.00
168	Phone	\$800.00	\$800.00
169	Dumpster	\$1,800.00	\$1,800.00
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$25,600.00</b>	<b>\$28,550.00</b>
<b>Pupil Transportation:</b>			
172	Salaries and Benefits	\$18,000.00	\$40,500.00
	Purchased Services - List Vendors Below		
173	V - PT1 Bus Maintenance	\$4,000.00	\$4,080.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials	\$1,000.00	\$1,200.00
179	Equipment		
	Other (List Below)		
180	2 Used Buses	\$5,000.00	\$0.00
181	Gasoline for Buses	\$5,000.00	\$6,000.00
182	Used Bus	\$0.00	\$15,000.00
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$33,000.00</b>	<b>\$66,780.00</b>
<b>Food Services:</b>			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Cafeteria Workers (2)	\$28,000.00	\$28,000.00
188	V - FD2 Food Contract	\$37,500.00	\$42,750.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	Cafeteria Tables	\$4,000.00	\$4,000.00
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$69,500.00</b>	<b>\$74,750.00</b>

<b>Data Processing:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support	\$20,000.00	\$24,500.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$1,200.00	\$2,000.00
207	Equipment	\$14,000.00	\$10,000.00
	Other (List Below)		
208	Internet Service	\$1,200.00	\$1,200.00
209	Printers	\$1,500.00	\$2,100.00
210	Computers	\$18,000.00	\$28,000.00
211	Tablets/IPADs	\$0.00	\$50,000.00
212			
213	<b>Total Data Processing:</b>	<u>\$55,900.00</u>	<u>\$117,800.00</u>
<b>Substitute Personnel:</b>			
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 3 Substitutes @\$60 per day avg 2 days per wk	\$12,960.00	\$13,219.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<u>\$12,960.00</u>	<u>\$13,219.00</u>
<b>Facilities:</b>			
221	Lease/Purchase Contract for One Full Year	\$6,000.00	\$6,000.00
	Facility Upgrades - List Upgrades Below		
222	Leased Modular Bldgs	\$36,000.00	\$43,200.00
223	City Sewer and Water	\$30,000.00	\$5,000.00
224	Paving	\$10,000.00	\$1,000.00
225	Hauling, Setup, Steps&Ramps for Modular Bldg	\$36,000.00	\$6,200.00
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,500.00
230	Content Insurance for One Full Year	\$5,000.00	\$5,500.00
231	<b>Total Facilities:</b>	<u>\$127,000.00</u>	<u>\$71,400.00</u>

<b>Debt Expenditures:</b>		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
232	List Debts Below		
	_____	_____	_____
233			
	_____	_____	_____
234			
	_____	_____	_____
	<b>Total Debts:</b>	<u>_____</u>	<u>_____</u>
<b>Other Expenditures:</b>			
	List Other Expenditures Below		
235	Athletic Stipends For Coaching	\$4,000.00	\$6,000.00
	_____	_____	_____
236	Membership Fee For APSRC	\$2,500.00	\$2,500.00
	_____	_____	_____
237	Publish Annual Reports in Newspaper	\$4,000.00	\$4,000.00
	_____	_____	_____
238	Comprehension/Career Assessments	\$10,000.00	\$4,000.00
	_____	_____	_____
239			
	_____	_____	_____
240			
	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,194,900.20</u>	<u>\$1,457,031.40</u>
242	<b>Net Revenue over Expenditures:</b>	<u>\$20,259.80</u>	<u>\$89,888.60</u>

*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

RTCCS Salary Schedule

Years Of Experience	Non-Certified		Certified				Doctorate
	Bachelors	Masters	Bachelors	Bachelors +15	Masters	Masters +15	
0	26750	27500	29786	30348	31472	32034	32596
1	27250	28000	30382	30955	32101	32675	33248
2	27750	28500	30989	31574	32743	33328	33913
3	28250	29000	31609	32206	33398	33995	34591
4	28750	29500	32241	32850	34066	34675	35283
5	29250	30000	32886	33507	34748	35368	35989
6	29750	30500	33544	34177	35443	36075	36708
7	30250	31000	34215	34860	36151	36797	37443
8	30750	31500	34899	35558	36874	37533	38191
9	31500	32760	35597	36269	37612	38284	38955
10	32250	33250	36309	36994	38364	39049	39734
11	33000	34000	37035	37734	39131	39830	40529
12	33750	34750	37776	38489	39914	40627	41340
13	34500	35500	38531	39258	40712	41439	42166
14	35250	36250	39302	40044	41527	42268	43010
15	36000	37000	40088	40844	42357	43144	43870
16	36750	37750	40890	41661	43204	43976	44747
17	37500	38500	41708	42495	44068	44855	45642
18	38250	39250	42542	43344	44950	45752	46555
19	39000	40000	43393	44211	45849	46667	47486
20	39750	40750	44260	45096	46766	47601	48436

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

Lessor(Owner): Redfield United Methodist Church (RUMC)

Lessee(Tenant): Redfield Tri-County Charter School (RTCCS)

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:

RUMC has vacant land behind the church and has agreed to lease it to RTCCS. RTCCS will lease modular buildings and place them on the land for the charter school.

Address of Premises: 116 River Road  
Redfield, AR 72132

Square Footage: Not Applicable

Terms of Lease: 1 Year with option to lease an additional 4 yrs

Rental Amount: \$500 per month

Contingency: The terms of this agreement are contingent upon

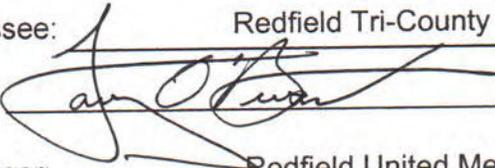
Redfield Tri-County Charter School  
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014.

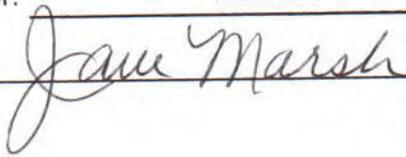
**Statutory Language Concerning No Indebtedness:**

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: Redfield Tri-County Charter School (RTCCS)

By:  Date 8-27-13

Lessor: Redfield United Methodist Church (RUMC)

By:  Date 8-27-13

**2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
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:

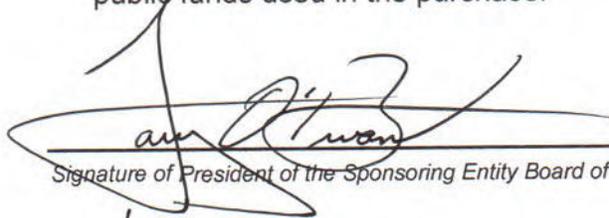
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available 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 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 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 schools not waived by the approved charter.
5. The 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 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 open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The 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 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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 public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding 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 authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
\_\_\_\_\_  
Signature of President of the Sponsoring Entity Board of Director

8-26-13  
\_\_\_\_\_  
Date

Hanny O'Briant  
\_\_\_\_\_  
Printed Name

**Keep Redfield Middle School**  
**P.O. Box 351**  
**Redfield, AR 72132**

**Todd Dobbins, President**  
[todd@dobbins@gmail.com](mailto:todd@dobbins@gmail.com)

**Ronnie Meredith, Vice-President**  
[ronnie@red26@yahoo.com](mailto:ronnie@red26@yahoo.com)

**Allison Beasley, Secretary**  
[allison.beasley@yahoo.com](mailto:allison.beasley@yahoo.com)

**Stacy Dobbins, Treasurer**  
[stacy.dobbins@gmail.com](mailto:stacy.dobbins@gmail.com)

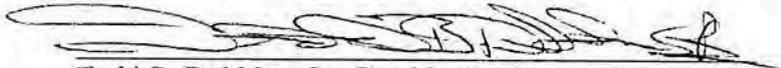
## Letter of Intent

Keep Redfield Middle School, a 501(c)(3) not for profit tax-exempt organization is the parent organization to Redfield Tri-County Charter School.

Keep Redfield Middle School has held several fundraisers over the past eight months in an effort to raise start-up money that will be needed to establish an open-enrollment charter school in Redfield, Arkansas.

Upon approval by the Arkansas Department of Education for Redfield Tri-County Charter School to operate as an open-enrollment charter school in Redfield, Arkansas, Keep Redfield Middle School will convey \$12,000.00 (Twelve Thousand Dollars) to Redfield Tri-County Charter School to assist with start-up expenses incurred with the preparation of opening the school.

This Letter of Intent was made and executed by the 501(c)(3) not for profit tax-exempt organization, Keep Redfield Middle School on August 28, 2013.

  
Todd B. Dobbins, Sr., President

DATED: 8/28/2013