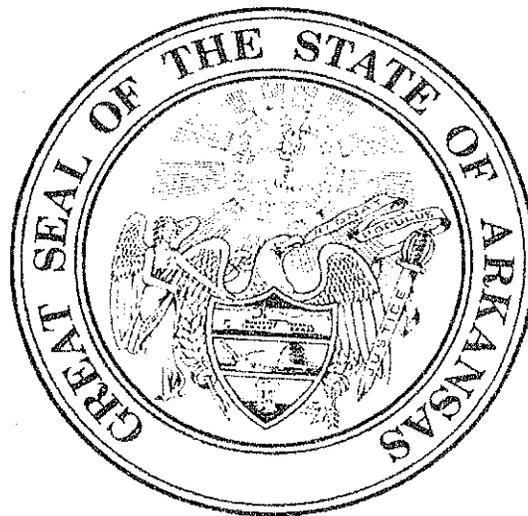




# ARKANSAS DEPARTMENT OF EDUCATION

## Open-Enrollment Public Charter School New Application

**Deadline for Submission: August 31**



**Charter School:** eBLAST Academy  
**Date Submitted:** \_\_\_\_\_  
**Date Approved:** \_\_\_\_\_

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

**RECEIVED**  
AUG 30 2010

CHARTER SCHOOL OFFICE

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

**A. GENERAL INFORMATION**

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Name of Proposed Charter School: **eBLAST Academy** (*exploring Business, Language, Science, and Technology*)

Grade Levels for the School: K-8

Student Enrollment cap: 300

Name of Sponsoring Entity: South Arkansas Foundation on Education (SAFE)

The applicant is an "eligible entity" under the following category:

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or

An organization that is nonsectarian in its programs and operations, and is 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 is attached to the application.

Name of Contact Person: James Welch

Address: 520 North Madison Apt. 2

City: Magnolia

ZIP: 71753

Daytime Phone Number: (870) 904-7606 FAX: (870) 234-9834

E-mail: [eblast09@gmail.com](mailto:eblast09@gmail.com)

Charter Site Address: 306 Walnut  
City: McNeil  
ZIP: 71752

Date of Proposed Opening: July 18, 2011 (first day for students)

Chief Operating Officer of Proposed Charter (Superintendent) will be hired from resumes of eligible superintendents upon charter approval. The COO for now is Mr. Carl Bailey.

Address: 306 Walnut

City: McNeil

ZIP Code: 71752

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

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

Name: Carl Bailey Profession: Businessman	Position: Vice President of SAFE and school board member State of Residence: Arkansas
Name: James Welch Profession: Business	Position: President of SAFE and school board member State of Residence: Arkansas
Name: Ricky Elmore Profession: Business	Position: Member of SAFE and school board member State of Residence: Arkansas
Name: Heather Parrish Profession: Education	Position: Treasurer of SAFE State of Residence: Arkansas
Name: Nancy Cook Profession: City Govern.	Position: Secretary of SAFE and school board member State of Residence: Arkansas
Name: Brandi Young Profession: Education	Position: Member of SAFE State of Residence: Arkansas
Name: Betty Burchfield Profession: Education	Position: Member of SAFE State of Residence: Arkansas
Name: Pearl Elmore Profession: Health (RN)	Position: Member of SAFE State of Residence: Arkansas
Name: Travis Young Profession: Education	Position: Member of SAFE State of Residence: Arkansas
Name: Terrie Triplet Profession: Education	Position: Member of SAFE State of Residence: Arkansas
Name: Merle Simmons Profession: Health	Position: Member of SAFE State of Residence: Arkansas

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

348 (Total District Enrollment)

List the school districts from which students are expected to come.

Stephens School District      Magnolia School District      Nevada School District

## B. GENERAL DESCRIPTION

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eBLAST Academy will open in July, 2011, as a year round education system for grades K-8. The proposed open enrollment charter school will be located in McNeil, Arkansas, which is only three miles from Magnolia. This is a high poverty area and there are no open enrollment public charter schools within one hundred miles. The school will primarily serve students in McNeil, Magnolia and Waldo but any student eligible to attend public school in Arkansas may enroll. We will be dedicated to creating new, high quality public school choices for families in southwest Arkansas and especially suited for socioeconomically and educationally disadvantaged students. The school projects a beginning enrollment of around 200 with a cap of 300 students.

eBLAST Academy will participate in an intensive remedial and proficiency program. The attributes of this program express the values inherent to our vision and continuum of local and global education. Our motto is "*Here to Achieve*," and the plan is broken down in four steps, of which we will take part in the first two steps. Our goal is to build a strong foundation in the primary years (elementary school) as step one, and then build educational structures in middle years (middle school) for step two. This will prepare all of our students for high school (step 3) and then college entrance (step 4). The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Our concept of an educational continuum, the intermingling of fine arts, and of a coherent, broad-based curriculum will give the students in the McNeil/Magnolia area a choice for a great future. With the educational frameworks that eBLAST intends to use, teachers, students and parents will be able to draw confidently on a recognizable common educational framework, intermingled fine arts, a consistent structure of aims and values and an overarching concept of how to develop local and global stability. A holistic learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values, and an embodiment of what is meant by eBLAST—Exploring business, languages, arts, science and technology.

eBLAST Academy will promote the education of the whole person, emphasizing intellectual, ethical, personal, physical, emotional and social growth through all domains of knowledge by focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and the global concept of education. We will promote the principle of educating the whole person for life as an active and responsible citizen. We at SAFE/eBLAST, the students, and the parents are "Here to Achieve." We are committed to:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate physical education, fine arts, foreign languages, technology and academic education to prepare students for high school and post-secondary education in technological and liberal arts fields, or in any direction the students may chose.
- Increase the number of socially, economically, and educationally disadvantaged students in math and literacy who will succeed in high school and post-secondary education.
- Promote students to be thoughtful, engaged, ethical and productive citizens.
- Encourage the parents or guardians to become active in their children's education.

**eBLAST Academy** will promote the following educational foundations and essential characteristics:

### *High School/College Focus:*

The school will prepare students for success in high school and college. According to the statistics, many of the socioeconomically and educationally disadvantaged students in the area begin to lose sight of their goals from fifth to eighth grade. Beginning as early as kindergarten, students will learn about strategic planning for high school and decisive college choices, along with the importance of an overall education. Our strategic education plan will intermingle fine arts throughout the learning process. Martial arts, drama, and gymnastics will instill in the students a necessary discipline that will keep them on track for success. eBLAST will strive to build the skills, character and knowledge necessary to get them where they need to be. The eighth grade will participate in the Explorer program which will prepare them for a minimum of standard entry level in college.

### *Standards-Driven, Research-Based, and Monitored Programs:*

eBLAST Academy is anchored in grade level mastery objectives, state standards and frameworks which define what the students should know, and be able to work proficiently at each particular grade level. High quality research based curricular programs will provide the foundation for instruction, and NWEA testing will be used to monitor student achievement. In turn, this will enable students to meet ADE learning standards and benchmarks. To ensure that every child masters the work necessary to prepare them for high school and college, eBLAST will provide more time on task both daily and yearly.

Effective schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, especially the NWEA testing, along with portfolios and a student academic improvement plan for every student, teachers will be well informed on the instructional priorities of each student.

### *Professional Development:*

The education program is only as good as the teachers teaching it and those who oversee its structure. We will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members, including a minimum of 13 professional development days each year. We place great value on a hard-earned reputation for quality, for high standards and for pedagogical leadership. We will achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers. Furthermore, all new teachers will go through a rigorous program of professional development, and are provided with a wide variety of resources and development opportunities while they are challenged to constantly reflect upon and improve their practice. Specifically, the nine major things we will offer that the local schools do not offer are:

1. Year round school
2. Longer school day
3. Foreign language k-8
4. Immersion in fine arts: dance, music, martial arts, gymnastics, sculpture and drama
5. NWEA testing for all students
6. Individual improvement plans for all students
7. A minimum of 13 days professional development, and 7 days of parent/teacher conferences
8. Required tutoring and/or specific remediation every day.
9. School uniforms

## **D. REQUIRED INFORMATION**

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The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within the document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances.

### Application Standards:

#### **1. Results of Public Hearing**

We held the required public hearing on July 15, from 6:30 P.M. until 8:00 P.M. There were approximately 40 people in attendance. The meeting was presided over by the president of SAFE, James Welch, and included a presentation and invitation to join SAFE. Mr. Welch turned the meeting over to Carl Bailey who presented a power-point presentation on charter schools. A local newspaper filmed the meeting and placed the video on YouTube. There was time given for any local school districts to speak, but no one from any of the surrounding schools saw fit to attend the meetings. At the conclusion of the program a period of time was given for questions or concerns to be voiced. Most, if not all, of those in attendance believed that a public charter school was needed in the area. Everyone approved of the year round school and the proposed educational plan. All of those in attendance signed the petition in favor of opening the eBLAST Academy in McNeil. There was absolutely no one present in opposition to the proposed school. Supporting evidence concerning this hearing, including sign-up sheets and one of the local news paper's article, are included as attachments (D1- D2).

#### **2. Documentation related to public hearing**

- A. The notice for this hearing was published in the *Banner News* on June 22, June 29, and July 6, 2010. Please see the attachment for a copy of the ad and invoice (D3-D4).
- B. This notice was published in 12 point and larger font and followed the guidelines according to §6-23-302. The ad measured 5.75" by 2" (D3).
- C. The last publication date of the ad was July 6, 2009, nine days before the hearing was held on Thursday, July 15, 2010.
- D. Letters announcing the hearing were mailed on June 28, 2010 to all superintendents of the districts from which we may draw students, including all contiguous districts. These are documented in the attachments section (D5-6).

#### **3. Governance Structure**

eBLAST Academy will fall under the governance of South Arkansas Foundation on Education (SAFE) Board of Directors who will be known as the School Board of Directors. The Board of Directors will consist of five members and will incorporate local representatives from the community and the stake holders. The Board's present members were selected from interested citizens of the McNeil area by the members of SAFE. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Board member terms shall be staggered. After the initial term, each person shall serve for the shorter of a three-year term, or the remainder of a term if being filled because of a vacancy. For the first rotational term, one member will serve one year, two other members will serve two years each, and the remaining two members will serve three years each.

All terms after the start-up terms will be three years in length. Each fall all parents will be invited to a special board meeting. Those persons interested in serving as a parent representative on the Board shall be able to nominate themselves indicating their interest in serving on the Board and the expertise they think they will bring to the Board. SAFE will hold an election to approve or disapprove the candidates, based on all evidence presented and the answers to other reasonable questions asked of the candidates. Board members and members of SAFE will join together to elect new board members. New Board member elections shall be held on the second Thursday in September.

Included in the By-Laws (attachment B1) are statements of responsibilities of the Board, including the duty to monitor the implementation of the education program, policy and regulatory guidance. Also included are provisions for the formation of committees and the election of Board officers. Members of the governing board have expertise in education, community development, fundraising and school operations. Board members are responsible for professional development each year to remain current on events and laws in education. The following five members have been selected by SAFE as the initial board members.

**James Welch** is a committed and proven leader who knows the value of education. Welch holds a general business degree from Southern Arkansas University where he utilizes the education that he has received by serving with the Wal-Mart Corporation as a Division Support Manager. Before Welch was promoted to division manager, he served as the meat department and frozen food department manager. He has always been very active in his church, and before becoming his church youth leader and treasurer, Welch also served as the president of the Fellowship of Christian Athletes. In his spare time, Welch conducts extensive charity work for the Children's Miracle Network, and is working with the eBLAST Academy and The Walton Family Foundation in seeking grant funding for the charter school.

**Nancy Cook** has served the city of McNeil for the past four year as the Office Manager for the City Offices, Water and Sewer. She has attended Philadelphia United Methodist Church all of her life where she is the Secretary and Treasurer. She is a dedicated member of the McNeil Vision Committee. She has participated extensively in numerous benefits and non-profit charity events for the city of McNeil. She has helped lead in the creation of the city's newly developed annual festival (The Festival on the Rails).

**Jodie Clark** has served as the Secretary for the South Arkansas Foundation on Education. She has extensive knowledge in technology data. Clark also completed training as a paramedic. She is the web designer for TC Ministries, a non-profit organization which she has been involved with for the last nine years. This is a non-profit organization involved in intercultural work especially in the field of schools in Africa, India, and Vietnam. Clark is not only responsible for updating the website with current information for sponsors and website visitors, but she also collects items for the organizations and makes hundreds of bags to go to students and women in other countries.

**Ricky Elmore** served in the Navy based in San Diego, California. During his time in the Navy he toured Hawaii and Acapulco, Gr. Mexico while completing maneuvers. After serving the Navy he worked for Pool International for 16 years where he traveled to Saudi Arabia for 3 years as a driller. Recently he retired from Weyerhaeuser Company after 23 years of service. During

his time at Weyerhaeuser Co. he received several promotions to which he was the Lead Production Supervisor on his shift at retirement. He has always been an active role model within his church youth group and a very active volunteer at local Nursing Homes.

**Carl Bailey** is a dedicated and proven leader in the community. He was raised in the McNeil/Magnolia area, graduating from McNeil High School in 1954. Upon completing his education, he worked for Southwestern Electric Power Company in Shreveport, La. until retirement. After retirement, Mr. Bailey returned to his hometown, starting his own business. Mr. Bailey owned and operated Green House Florist in Magnolia for 15 successful years, once again showing his dedication to his work and commitment to the community by providing a valuable service. Mr. Bailey is currently employed at Magnolia Blossom Florist in Magnolia where he continues to show his commitment not only to his work but his community as well.

### **Responsibilities of the Board of Directors**

The Board of Directors will consist of volunteers who have joined together for the purpose of creating and regulating a charter school. The Board is accountable for ensuring that these funds are used to operate the school in compliance with the charter, ADE and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate authority over the operation of the school. Members are responsible for professional development each year to remain current on events and laws in education. They will complete this through six hours of professional development each year after the initial nine hours the first year.

### **Regulation**

The Board of Directors exercises its responsibility and authority over school operations through the function of "regulatory action." They regulate the organization by making decisions on matters of fundamental importance to its overall direction. Regulatory action is the process whereby strategic oversight is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations. The executive level of the board will include a president, vice-president and secretary.

The Board only has authority to govern as a group. By its very nature, a board is a collective work and has no existence or authority other than as a group. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent that is delegated by the Board and legally permissible.

### **Board of Directors**

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application, the Board adopts and upholds the eBLAST Academy mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to the Superintendent of eBLAST Academy.

- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Contracts:** The Board, in consultation with eBLAST Academy, approves all major contracts.
- **Consultant Support:** Directors use their individual skills, knowledge, expertise and or community relationships to support the school.
- **Community Relationships:** The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

### **Required Attributes of Directors**

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. Directors with the following attributes will be able to work most effectively amongst themselves, and with eBLAST Academy and the school leadership, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the eBLAST Academy school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.
- Results oriented.
- Commitment to a partnership based on mutual trust and respect among the Board, the Superintendent and eBLAST Academy.

### **Meetings of the Board of Directors**

Meetings of the Board shall be open to the school community and to the public to ensure members of the community are able to communicate their concerns to the Board. Meetings will be held on the second Thursday in the month. Staff shall be encouraged to attend Board meetings. Any person may speak at an open meeting of the Board by asking to be placed on the agenda before the meeting is to take place. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may

present comments, feedback, suggestions, or complaints in writing to the Superintendent. Each member shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting.

The members shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the members whether or not a change is needed at the School. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

The basic responsibilities of the governing board are to:

- Meet monthly to review finances, ensure adequate resources and management
- Determine the organization's mission and purpose
- Provide direction for the Academy
- Provide accountability of the Academy Superintendent
- Recruit and orient new board members and assess board performance
- Ensure legal and ethical integrity and maintain accountability
- Act as final authority on hiring, disciplinary expulsions, budget approval

As the end of a Board Member's term draws near he/she may recruit interested parties to apply for an open election to be held by the member's of S.A.F.E. to fill the vacancy of on the Board of Education of the eBLAST Academy.

The board of Directors will be given the ultimate power of regulating the charter school's financial and academic progress. The board will consist of diverse group of skilled and educated professionals from the community. It will be made up of community leaders, parents, business people, vocational and technical people or anyone who has a desire to see the school fulfill its mission. These people should be passionate, respected and dedicated to seeing eBLAST Academy excel in its endeavors. The board will be entrusted to hire a superintendent who will recruit, hire, and fire the staff who will carry the school mission upward, and the superintendent will manage the financial and educational program within the scope of the approved budget with the board having the final approval.

### **Roles of Personnel**

The role of the superintendent and administration of the Academy is to:

- Oversee the day to day operations
- Oversee continuity of curriculum and alignment with Arkansas curriculum frameworks with not only horizontal alignment but vertical alignment as well
- Insure compliance with State and National regulations, laws, standards, and guidelines
- Keep abreast of curriculum changes at the State level
- Hire new employees and correct other problems as needed in staff
- Interact between the community and the school
- Intervene as needed to insure the success of the Academy
- Communicate needs of the Academy to the Board
- Connect with teachers and students for an effective school
- Interact between faculty and the board

The role of the faculty:

The number one objective of the faculty is to ensure that all students are progressing in their individual improvement plans and that learning is taking place. All faculty must focus on educational achievement through quality instruction. Teachers are expected to remain on task and use every minute of the day for educating the students. Special education specialist will be hired to ensure that the needs of the students requiring special services are met. The role of the faculty is to:

- Communicate needs to administrators and parents
- Ensure that all students are meeting their academic goals
- Challenge students with progressive curriculum and rigorous assignments
- Act as a role model
- Teach while utilizing creative and innovative techniques
- Ensure discipline within the classroom
- Be highly qualified in their required area(s)
- Participate in all school functions
- Be involved in planning, review and improvement for the school
- Be involved in the review and evaluation of school policies
- Be involved in the development and implementation of new programs

The role of the parents:

We recognize the value of parent involvement and further understand the key role they play in the education of their children. Parents will be involved from the very beginning as special meetings will be planned for parents to take part in every aspect of the school's programs. Teachers will meet individually with each and every family before the beginning of the school year and discuss the school compact with the parents as required by the school's ACSIP. They will be brought into the school family and will be kept aware of their children's progress by parent/teacher phone calls, weekly progress reports, and emails. All parents are invited and encouraged to be a part of the one hour tutoring period at the end of every day. This will give the parents insight on their children's education, and help them understand homework concepts. A parent survey will be conducted every year to measure the parent satisfaction in the school's progress. A parent center will be set aside in the school building and will be designed to help parents in their parental endeavors. All board meetings will be public meetings and parents are invited to come and be part in each one. All parents are invited to all meetings. Those parents interested in serving as a parent representative on the Board shall be able to nominate themselves indicating their interest in serving on the Board and relate the expertise they think they will bring to the Board. The role of the parents is:

- Be involved in the student's life by following the Three R's of Parent Involvement.
  1. Reviewing homework for completion
  2. Requiring punctual attendance
  3. Representing your family during Academy functions
  4. Communicating to the Academy needs or concerns
  5. Encourage their children to reach high expectations
  6. Visit the academy as wanted or needed
  7. Involvement in meetings that deals with the school and their children
  8. Involvement in the development of new programs
  9. Evaluate the school's performance and activities

The role of the students:

Students play a crucial role, just as parents, in the advancement of our goals at eBLAST Academy. Students must feel that they are part of the team and that they can influence the decision making in key areas. Each student will be given an improvement plan and take part in the decision process that will produce student achievement, and help identify student needs. The students are, and will continue to be, the major focal point in all decisions made for the school. The role of the students is to:

- Actively engage in learning to further academic and social skills
- Demonstrate interest in all aspects of learning essential to success and involvement in the community and entrance into college
- Complete assigned work promptly each day
- Progressively show leadership as they advance through the Academy
- Focus on great and high expectations
- Become involved in the implementation of new programs and activities

The role of the community:

The members of SAFE understand and grasp the importance that the community plays in the growth and development of the school. The community is strongly encouraged to participate in the school and to join South Arkansas Foundation on Education. SAFE will continue to form a coalition of parents, 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 as it has been doing through this process.

The community members have played a major role in helping process this application and prepare for a charter school in the area. The McNeil city council has played a strategic role in making this dream become a reality. The mayor and every council member have pledged unwavering support for a charter school to be started in this community. Hundreds of citizens (we sent around a petition in the community and it has just over one thousand signatures), business leaders (as seen in the support letters), and city officials in both McNeil and Waldo have been involved in the progress of this charter. A charter school such as eBLAST Academy will need support from everyone in the area if we expect to produce the high goals that we have set for ourselves.

People from all walks of life will be used to share educational, technical and career skills with the students on a daily basis. This will enable the school to develop and implement programs that utilize educational opportunities outside the traditional classroom. The community will be called upon to:

- Advise the administration and school board on fiscal and educational objectives
- Visit the academy as wanted or needed
- Join SAFE and assist in its growth
- Participate in helping the school on "closing the achievement gap."

#### 4. Mission Statement

*The eBLAST Academy aims to develop inquiring, knowledgeable and caring young people who desire an interactive world through intercultural understanding and respect. While preparing the elementary school through middle school students to excel in high school, college, and beyond, the eBLAST Academy will ensure student mastery of the core subjects, and developing the key behaviors required for educational and personal success. We believe that a great foundation is the first step in a great education.*

- The eBLAST Academy will utilize ongoing progress monitoring of individual student learning integrated into the daily lessons that in turn form a process of accountability for faculty and students during this data analysis.
- eBLAST Academy will also utilize ongoing and periodic data such as: Criterion - Referenced Tests (Benchmark and all End of Course Exams), NWEA testing and Norm-Referenced Tests (Stanford 10, DIBELS, STAR assessment, etc)
- Every student will have a specially designed AIP that focuses in on strengths and weakness the student may have.
- These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- The educational process will be enhanced with an immersion of the fine arts and physical education.

#### 5. Educational Need

Students in the McNeil/Magnolia area schools are six or more years behind academically, and some have had poor school attendance records. A.C.A. §6-23-304 (3.b.) states:

*The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:*

*(1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;*

*(2) When the district has been classified by the state board as in academic distress under § 6-15-428.*

The school will be located on the north-west side of McNeil in the former McNeil High School building, and will be easily accessible for disadvantaged students. Here the parents and community members are in search of an excellent school system that refuses to make excuses for failing test scores. Even though there is a private school located in the Magnolia area, most of the families are economically drained and cannot afford to send their students to this school. There is certainly a need for a public alternative. eBLAST will begin a strategic bus route to make sure all students in the area have a chance to attend. The bus route will encompass a 7 mile radius of the school. Moreover, students will also have transportation from area churches and carpools as demonstrated in the community support.

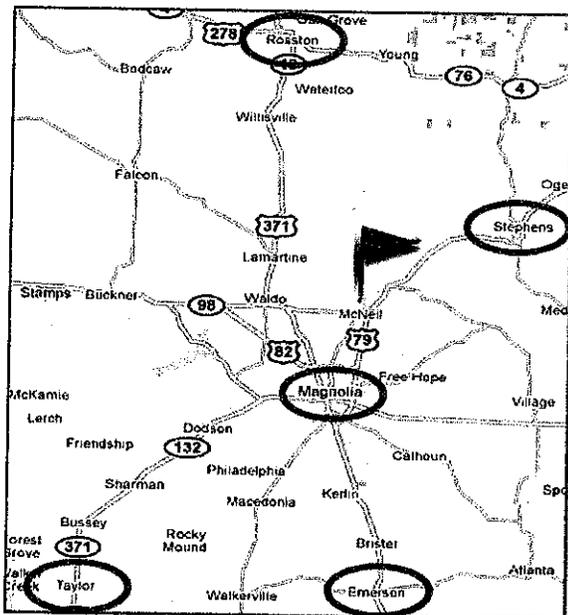
eBLAST Academy will be located in a district where the percentage of students who receive free and reduced lunches is above the state average, and the district is classified as "School Improvement" year six. This is also true for the surrounding districts for the area. The chart below demonstrates the need for remediation and the severity of the problem in this area of the state.

**School Improvement Status by District and Campus Level**

<b>Stephens SD</b> WSII-5-R	Elementary (SI_5) ➤ Math SI_5 ➤ Literacy ALERT	High School (SI_4) ➤ Math SI_2 ➤ Literacy SI_5
<b>Nevada SD</b> AYP ~ MS	Elementary (ALERT) ➤ Math Meets Standards ➤ Literacy ALERT	High School (SI_2) ➤ Math SI_2 ➤ Literacy Meets Standards
<b>Magnolia SD</b> AYP ~ SI_1	East Side Elementary (SI_2) ➤ Math SI-1 ➤ Literacy SI-3 Central Elementary (SI_2) ➤ Math SI-6 ➤ Literacy SI-6	Junior High (SI-2) ➤ Math SI-5 ➤ Literacy SI-3 High School (SI-2) ➤ Math SI-3 ➤ Literacy SI-6

eBLAST will be designed to help these students catch up and reach proficiency at the very least, while the goal is to raise them to the advanced level by the end of their third year at eBLAST Academy. Those students who are severely educationally disadvantaged will meet and exceed adequate yearly progress (AYP) at eBLAST Academy. The students will succeed in our rigorous school program that, in turn, prepares them for success in high school and college.

There is a clear need for an improved educational option in the area where we propose to open eBLAST Academy. Tragically, the Stephens and Magnolia School Districts have not yet shown the ability to overcome the low achievement scores or produce a plan that has shown improvement in the test scores. Most students from the area are unprepared for college level education and must have remedial work.



Area Map with Mileage from McNeil

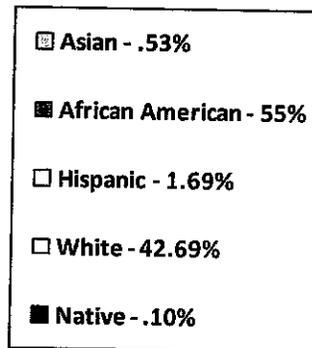
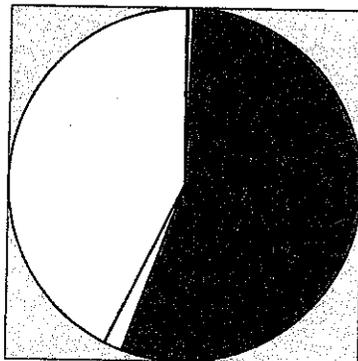
- Magnolia..... 3 miles
- Waldo..... 4 miles
- Stephens..... 10 miles
- Rosston..... 22 miles
- Emerson..... 18 miles
- Taylor..... 26 miles

The need for another public school choice is underscored by academic and non-academic results from the McNeil/Magnolia area. According to statistics only 74.6% of the population of Stephens has a high school education, and only 67.8% of the population of McNeil, have a high school education. It is very apparent by these staggering figures that the education system in the proposed eBLAST Academy area is significantly failing. Below are charts to show the Arkansas Augmented Benchmark Averages for the District in which eBLAST Academy is proposed to locate as compared to the State in Science, Math, and Literacy. Across the board, science education has become a field of education overlooked and under-taught, impacted especially by the fact of teacher shortages in this area in recent years. With this acknowledged, it is no surprise that the major educational deficit lies in the science programs. The State had averages from 61% to 66% under Proficient in science, while the Stephens School District had 81% to 99% under Proficient. This is certainly a severe problem in their school system.

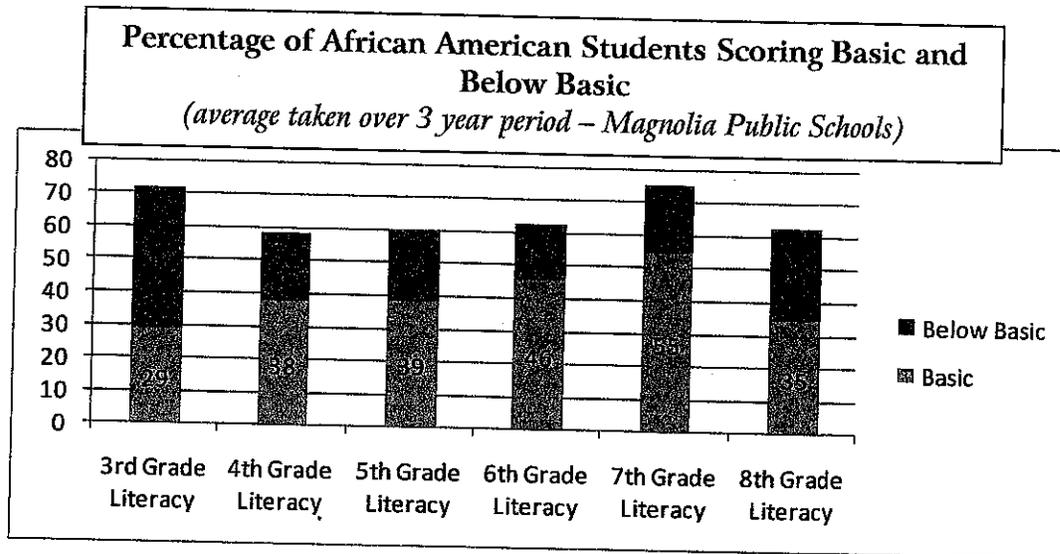
**Magnolia**

The 2007 population estimate for Magnolia was 11,766. Magnolia is about 3 miles south of the proposed eBLAST Academy. The following information was found at the Arkansas School Performance Reports website and the 2008-2009 School Choice Eligibility Report.

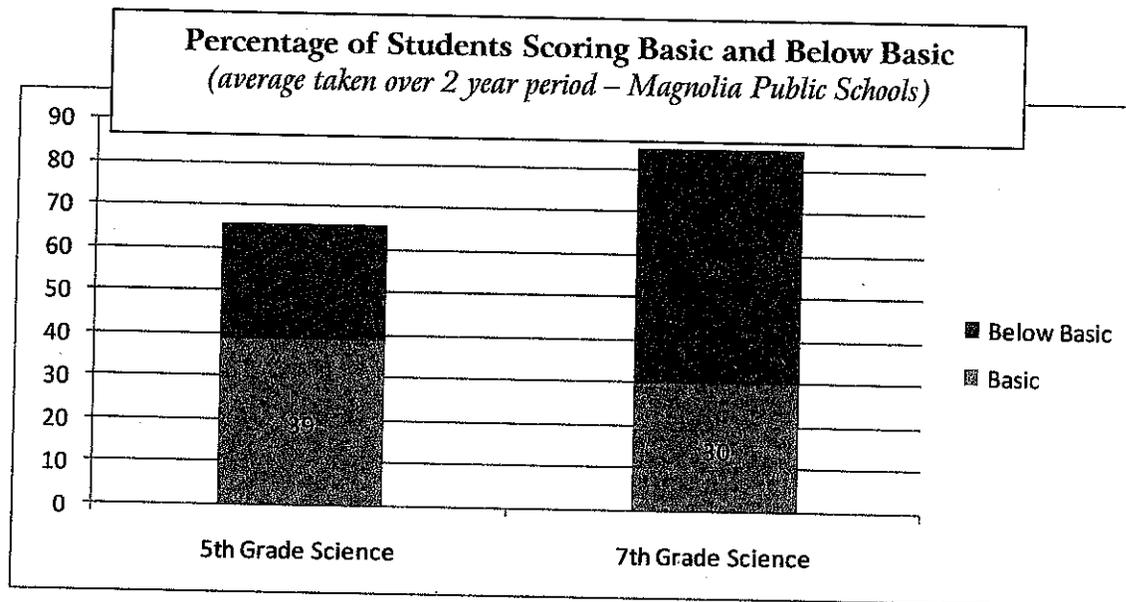
Magnolia Public School District	Total Student Population	Subgroups				
		Asian	African-American	Hispanic	Native	White
	3,022	16	1662	51	3	1290



Data was collected from the Arkansas School Performance Reports website showing the Magnolia Public School District being in Year 2 of School Improvement. According to Literacy test scores taken over a three year period, more than 50% of African-American students placed basic or below basic in the Magnolia Public School System. The statistics show that the school system is failing to remediate African American students, especially the males. The chart below demonstrates the problem areas of certain groups in the area schools.



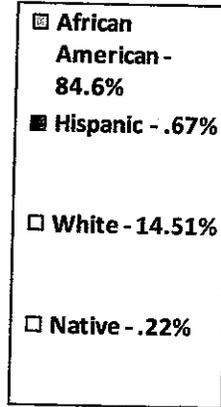
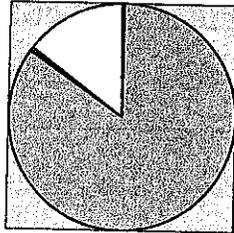
An average was calculated from the 2008 and 2009 test scores in science, showing well over 60% of the students scoring basic and below basic.



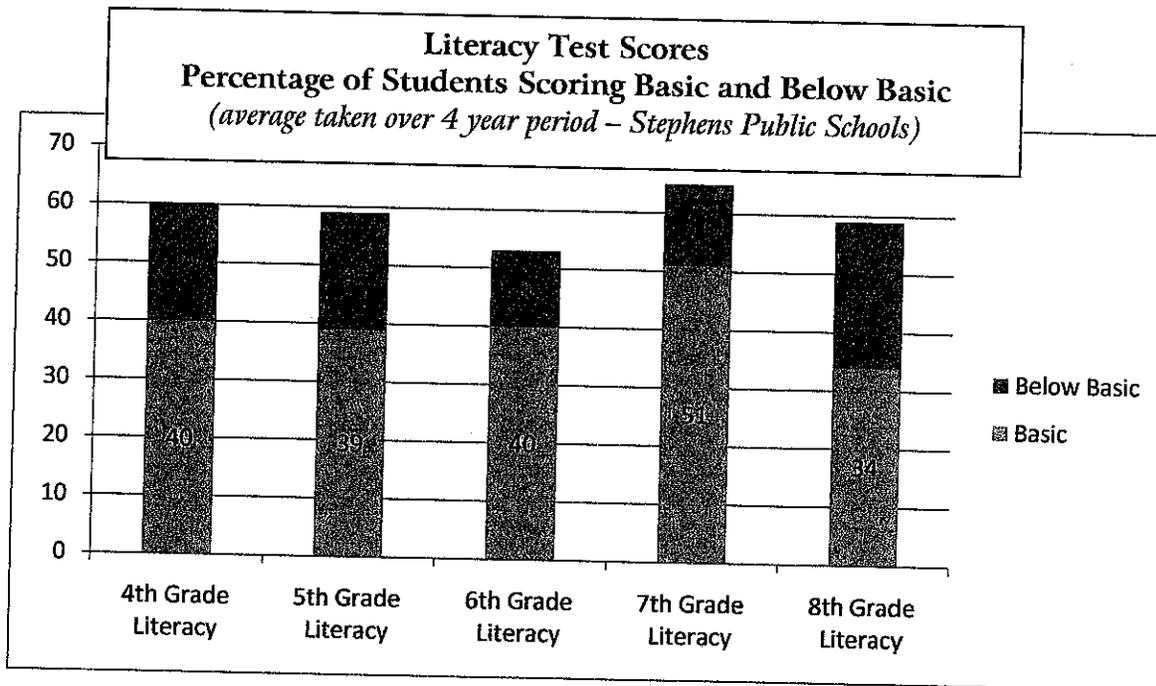
### Stephens

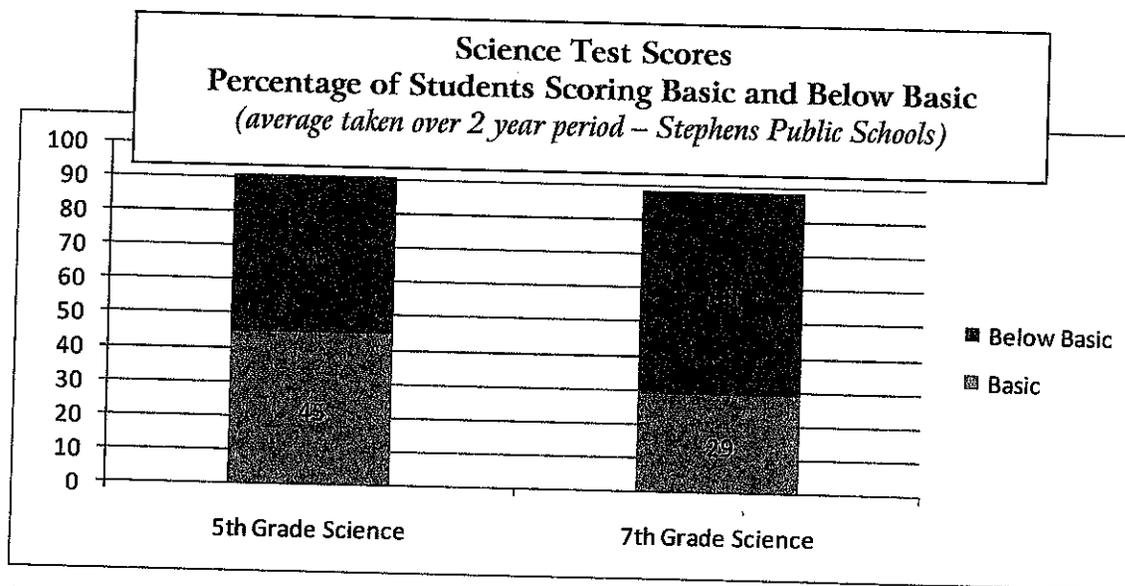
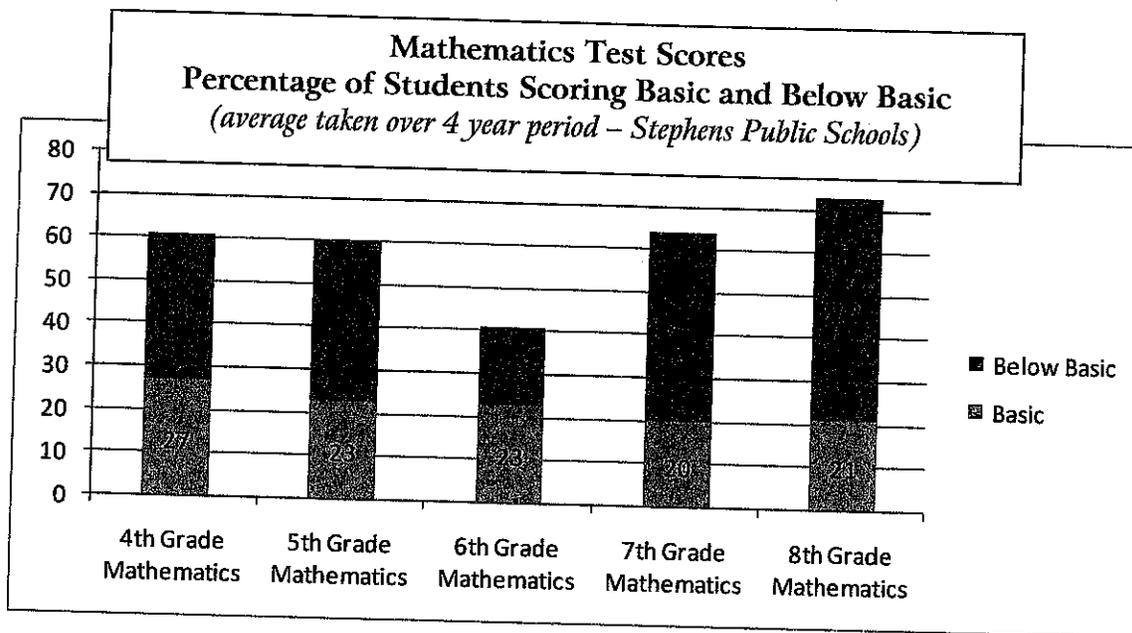
The 2008 population estimate for Stephens was 1,017 compared to 1,152 in 2000. Since the Stephens School District consolidated with McNeil, there has been a steady decrease in the population. Stephens is about 10 miles north of the proposed eBLAST Academy. The following information was found at the [Arkansas Department of Education](#) website, the [Arkansas School Performance Reports](#) website and the [2008-2009 School Choice Eligibility Report](#).

Stephens Public School District	Total Student Population	Subgroups				
		Asian	African-American	Hispanic	Native	White
	372	0	315	2	1	54



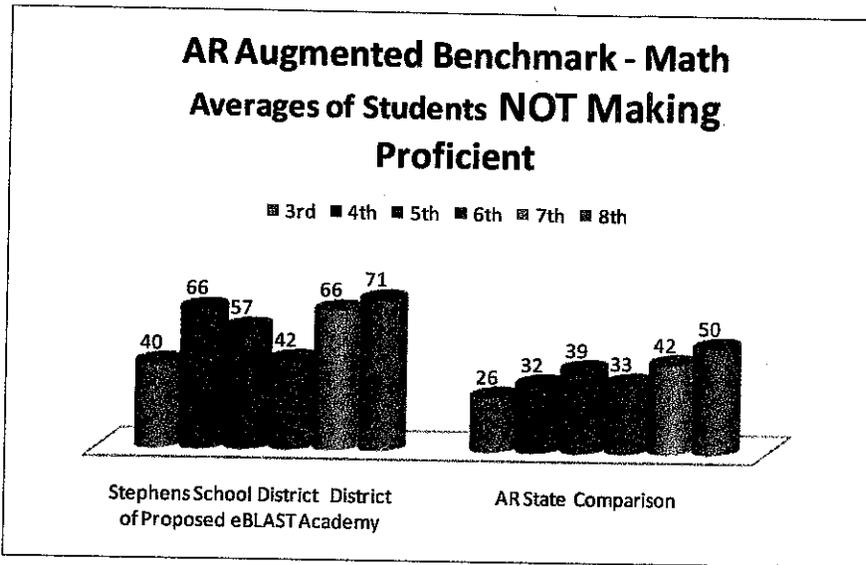
Data was collected from the Arkansas School Performance Reports website showing the Stephens Public School District being in Year 2 of School Improvement, with the Elementary having an AYP status of Year 5 of School Improvement. According to test scores from 2006-2009, there has been an increase in students placing below basic or basic. The following charts show each of the areas of concern at Stephens Public Schools.



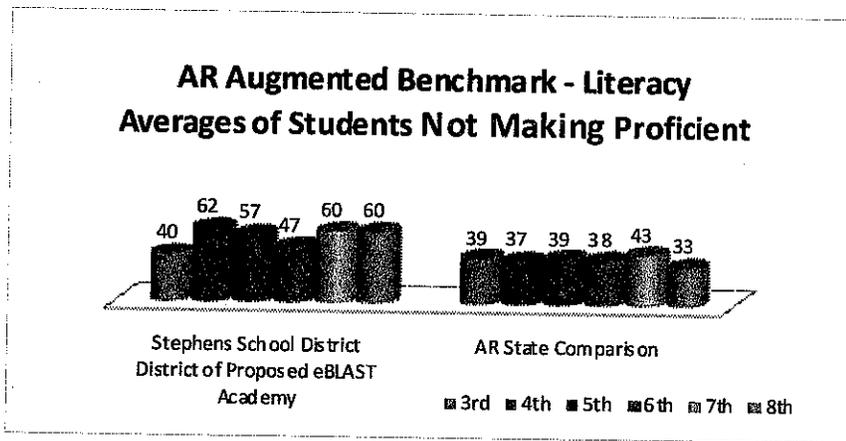


An average of 68% of male students scored basic or below basic on the Literacy and Mathematics sections of the AR Benchmark exams, over the past four years. The Science section of the AR Benchmark exam was also evaluated and shows that from the years 2008-2009, about 85% of male students scored basic or below basic.

Also, scores for African American students were evaluated over three years. As the graph below shows, the average number of African American students scoring basic or below basic has increased over these three years. Even though, African American students mathematics test scores have decreased some, it is still noted that over 50% of these students are not proficient in any of the three areas.



The chart below shows how the majority of the students in the Stephens school district are not reaching proficiency on the Arkansas Augmented Benchmark Exam as compared to the rest of the State.



According to the Stephens School District’s report to the public last year, both the elementary and high school failed to meet adequate Yearly Progress (AYP). The elementary fell into Improvement Year 5, WSII-5-R (Whole School Intensive Improvement Restructuring), and the high school remained in year 4 TII-A-4 (Targeted Intensive Improvement). This trend has continued even though they had hired an outside firm, JBHM Education Group, to implement an improvement program called “School Improvement Initiative.”

For many years Literacy has been the forefront of the education system leaving math and science in the background. The trend does not seem to be only for literacy, it is evidenced by the data that certain groups are also left in the background. Particularly black males in the middle school years are not achieving success in many of the subjects mandated by the State Department. Even when the school district has provided Literacy programs, the evidence proves

the students in the proposed area of the eBLAST Academy are not reaching adequate Proficiency. Therefore the need for a school that can focus on progress monitoring and needs assessment with lower classroom ratios is great. eBLAST Academy will prepare each student for high school and college. The faculty will also help each student with the college entrance process to produce 100% college bound students, especially with the Explorer program.

Our focus will be on preparing children for success in high school and college. To ensure that all students are making continuous progress toward this overarching goal, we will use a comprehensive assessment system, including diagnostic assessments, criterion referenced classroom and standardized assessments, formative and summative assessments, and norm referenced assessments, to provide a complete picture of overall school and grade level progress as well as individual student progress.

eBLAST Academy will use the NWEA Measures of Academic Progress (MAP) to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale designed by a Danish mathematician that uses individual item difficulty values to estimate student achievement) as well as percentile rank (a nonnative measure allowing comparison of a child's performance to that of his/her national peer group).

NWEA provides immediate and specific feedback to teachers and administrators as well as the overall network about students' instructional levels and needs. This data also provides projected state proficiency levels across a spectrum of skills/learning outcomes. The target growth goal for eBLAST Academy schools 2010-2011 will be 12 RIT points.

The focus of eBLAST Academy which is not, and has not been, found in the surrounding schools will be:

- 1) More time on tasks. All extra-curricular activities and fine arts classes will focus on the end of the liberal arts part of the school day. Therefore, the school day will be used to concentrate on student achievements. This will also give them a reason to remain in school the entire day.
- 2) Longer school day. The school day will begin at 7:30 a.m. and will conclude at 4:00 p.m. with an extra hour added from 4 p.m. until 5 p.m. for tutoring. This will give parents, students, and teachers more time to evaluate deficiencies.
- 3) Every student will have an improvement plan. The ACSIP will be written to show that all students will be given a plan that will help them see and understand their weaknesses and what must be done to strengthen them in these areas.
- 4) There will be four (4) parent/student/teacher meetings, each at the end of every nine weeks quarter, instead of two (2) meetings a year as other schools in the area have.
- 5) Wide range of educational opportunities. Students will begin in kindergarten learning foreign languages. Spanish will be taught every year, k-8, as well as opportunities to learn Latin, Mandarin Chinese, French and other languages.
- 6) The students will be immersed in vertical and horizontal alignment of courses as the name of the school implies—exploring Business, Languages, Arts, Sciences and Technology—eBLAST.
- 7) Longer school year. eBLAST Academy will have a longer school year with a “year round” school calendar of a 192 school days.

- 8) Students will have art, drama, gymnastics, music, dance, martial arts and sports intermingled within the school day and the curriculum.
- 9) Students from low income families will be given the opportunity to participate in evening classes of dance, martial arts, gymnastics, etc. who would otherwise not be able to afford such opportunities.
- 10) Parents will be encouraged to participate in the evening tutoring session for their children. This will help the parents understand the needs of their children.
- 11) School uniforms

## 6. Educational Program

The program design of eBLAST Academy is to ensure that the school is attaining its mission by preparing students for proficiency in state high schools. eBLAST believes in our motto "*Here to Achieve.*" Based on the demographics of our target population, we are expecting, and we are prepared for the challenge of getting students on grade level and beyond. According to *Normes*, the students in this area are 3 to 6 years behind. Our program will begin to move them in the right direction immediately. The educational program is designed to meet certain goals for disadvantaged students.

- Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
- The intermingling of fine arts will stimulate their learning desire
- Students will be effective and confident communicators.
- Students will be critical thinkers and problem solvers.
- Students will have an appreciation for the humanities and show respect for diverse cultures.
- Students will possess a life-long love of learning.
- Students will possess a strong desire to serve the community in which they live.
- Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.
- Students will attend a mandatory one hour tutoring and/or specific remediation daily
- Students who are financially disadvantaged will have the opportunity to take dance, martial arts, gymnastics, etc.

eBLAST Academy will carefully correlate its curriculum objectives to the Arkansas State Content Standards frameworks in addition to designing a model that will enable students to reach the goals listed above, as well as leading to student demonstration of proficiency and advanced in the Arkansas content standards. The students who meet all of these objectives and standards are certainly on the path to success in life. We do not plan to change what the local district and the state of Arkansas feel are the appropriate academic outcomes, but rather to ensure that all students master or exceed all the skills and content under the Arkansas State Standards. Teachers will work with the School Superintendent and Curriculum Coordinator to determine the curricula that will match each student's needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that students will be prepared to enter and be successful at any high school throughout the nation. We will focus on a holistic education, "Hands On" learning, direct and indirect whole-class instruction incorporating various learning modalities, instruction adapted to multiple intelligences, teacher-directed small group

instruction and one-on-one teacher instruction, cooperative learning, peer tutoring, computer activities, educational and motivational field lessons, whole body multi-sensory instruction such as songs, chants, and dances, phonetic-based instruction, high tech experiences and fine arts education.

eBLAST will not follow the local school district's calendar. We will participate in a year round school schedule that will divide the year into four quarters. Our children will be in school approximately 192 days of the year instead of the 178 days of local public schools. There will be mandatory teacher/student/parent meetings at the end of each quarter throughout the year. During this time, those groups will become acquainted with the procedures and expectations for a productive year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish our ambitious goals. The school's students will be in school from 7:30 a.m. through 5:00 p.m. each weekday. Elementary students will receive nearly five hours of math instruction, nearly ten hours of English language arts instruction, five hours of social studies, and five hours of science instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. An average week's schedule also includes physical education and enrichment activities such as art, music, drama, dance, martial arts, gymnastics and foreign language. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school.

It is crucial that not only our students use their time effectively but our teachers do as well. Teachers are expected to meet prior to the school year for a minimum of one week to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. Teachers will also have team planning time each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods. In addition, eBLAST teachers may provide help or assistance to parents if needed during certain school hours, such as family support services, GED classes, and ESL classes.

Students who choose to attend eBLAST will increase their opportunities for quality education in innumerable ways. The superior level of teaching, the extended time daily and in the school year, and the level of dedication by the school will provide learning opportunities to students who are not successful under the traditional school model. Our strong interaction with the community will also provide extended opportunities for quality education.

### **At-risk students**

Since eBLAST will be working with a majority of below proficient and “at-risk” students, it will use a variety of techniques and resources based on accepted research findings to ensure success. Teachers will begin by using a variety of teaching strategies that have been proven effective for students who are substantially below grade level. Often students who are “at-risk” are kinesthetic and tactile learners whose needs have not been met in the past. To directly address the needs of these students, we will place particular emphasis on whole body multi-sensory instruction, role-playing, call and response, and other highly energetic and active techniques. We will also use high tech educational products such as CPS, SmartBoards, CIV and interactive systems. It is crucial that all of the methods employed will be educationally sound and result oriented. The strategically placed fine arts at the end of the day will motivate students to stay at school and work harder in each class.

eBLAST will spend more time on task, which we believe is critical to bringing students up to grade level and beyond. Students are required to attend school from 7:30 a.m. to 4:00 p.m. each weekday with one hour from 4:00 p.m. to 5:00 p.m. designated for tutoring. We plan to work closely with parents and community members to make sure that all the students are achieving the results and goals we hope to attain. We will invite and encourage parents to be a part of the one hour tutoring at the end of the day for their own benefit as well as their childrens’ benefit. The school wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community. A copy of the daily schedule for k-8<sup>th</sup> grades is added as attachments (see E1-E2).

The school will focus on core knowledge (i.e. math, language arts, science, and history and essential skills) so that students may achieve the mastery upon which further learning will build. The eBLAST Academy education program also includes fine arts, computer, health and physical education. School administrators and faculty at the eBLAST Academy will work to align the curriculum with the state frameworks. The core eBLAST Academy grade-level outcomes will meet and exceed the Arkansas Curriculum Frameworks and are defined in part by referring to existing national and international standards.

In the course of their studies, students in eBLAST Academy are expected to develop and sharpen the skills necessary to formulate a question or define an issue. Students will learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis, based on which they will solve problems and make decisions. And they will be able to organize and present their work both orally and in written or graphic form. In designing the educational program and its curriculum, teachers have reflected upon what adults do in their lives and what knowledge and competencies are required to be successful. The results of that discussion serve as the backdrop for decisions regarding curriculum development and instruction.

Decisions dealing with curriculum and instruction will be based on:

1. Student interests.
2. Students needs as determined by assessment.
3. State requirements.

Mathematics: In Mathematics, students will:

- The student will communicate an understanding of the properties of numbers and operations (add, subtract, multiply, divide).

- Demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.
- Demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations
- Solve problems that connect geometric applications to other topics in mathematics and other fields.
- Use measurement attributes (length, capacity, weight, mass, area, volume, time, money, temperature, scale and angle) to describe and compare mathematical and real-world objects.
- Demonstrate the appropriate use of measuring instruments.
- Apply measurement concepts to solve problems inside and outside the field of mathematics.
- Perform the steps that comprise data analysis, from gathering information to communicating results.
- Use probability models to perform experiments and simulations.
- Apply probability and statistical concepts in problem-solving and decision-making situations.
- Manipulate the language/symbols of algebra to represent patterns
- Construct mathematical models.
- Use a variety of problem solving strategies.
- Use advanced computing procedures.
- Understand and apply advanced properties of numbers.
- Understand and apply advanced methods of measurement.
- Understand and apply advanced concepts of geometry, algebra, data analysis
- Understand and apply advanced concepts of probability and statistics.

English Language Arts: In the area of English Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret human experience.
- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and non-print texts.
- Comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
- Evaluate how the form and content of a literary work contributes to its message and impact.
- Demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently
- Develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.
- Be well read as demonstrated by reading a variety of literary works representing different

- genres.
- Make informed interpretations of the purpose and meaning of literary works.
- Convey interpretations of personal experience gleaned from literature.
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.

Science: In Science, students will:

- Demonstrate an understanding of physical systems as a process of inquiry.
- Explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems.
- Demonstrate an understanding of the connections and applications of physical science.
- Demonstrate an understanding of life science as a process of inquiry.
- Explore, demonstrate, communicate, apply and evaluate the knowledge of life systems.
- Demonstrate an understanding of the connections and applications in life sciences.
- Demonstrate an understanding of the inquiry process through the study of Earth and space systems.
- Explore, demonstrate, communicate, apply and evaluate knowledge of the properties of Earth and space systems.
- Demonstrate an understanding of the connections and applications of Earth and space systems.
- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Know basic earth, biological, physical and chemical concepts.
- Understand basic concepts of matter and energy motion and forces.

Social Studies: In the area of Social studies, students will:

- Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.
- Demonstrate an understanding of how ideas, events, and conditions bring about change.
- Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.
- Demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.
- Deliberate on public issues, which arise in a representative democracy.
- Demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical or political terms.
- Demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.
- Accurately interpret and summarize information from maps, charts and graphs.

- Demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society.
- Demonstrate an understanding of the commonalities and differences of various systems of government.
- Understand the building blocks of representative government.
- Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.
- Recognize that events in the past inform the present.
- Demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem-solving.
- Understand the rich and varied achievements of diverse peoples.
- Demonstrate the ability to use the tools of the social sciences.

Fine Arts: In the Fine arts, students will:

- Participate in artistic activities.
- Prepare programs and exhibits that showcase student ability.
- Make informed interpretations of the purpose and meaning of artistic works.
- Convey interpretations of personal experiences in expressive forms.
- Explore how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
- Interpret how the form and content of an artistic work contributes to its message and impact.
- Investigate the role of the artist in providing service to the community and world.
- Demonstrate competency in various forms of Fine Art.
- Incorporate fine arts horizontally and vertically in the liberal arts.

Foreign Language: In the area of communicating in a foreign language, students will:

- Obtain sufficient verbal fluency
- Demonstrate written accuracy
- Communicate effectively in a foreign language.
- Understand and appreciate the culture underlying a foreign language.
- Translate languages efficiently
- Engage in foreign language from kindergarten through eighth grade.

Computer and Technology Applications: Students will:

- Utilize technology to increase learning
- Understand and use current word processing systems
- Understand and use current spreadsheet software
- Understand and use current database software
- Understand and use current presentation software
- Demonstrate a knowledge of the uses of a networked system and the Internet
- Investigate how technology can be of service to the community

## MATHEMATICS

Grades K-4: K-4 Math focuses understanding numbers, ways of representing numbers, relationships among numbers, and number systems. Students shall also understand meaning of operations and how they relate to one another. Courses during K - 5 also teach students to compute and make reasonable estimates. They will recognize, and develop patterns, relations and functions. Students will identify and use units, systems and processes of measurements. The main topics in grades K - 4 in eBLAST Academy are: Numbers and number systems, operations, algebraic symbols, algebraic models, geometric properties, transportation of shapes, Geometric Models, Systems of measurement.

Grade 5: Fifth grade mathematics introduces the number sense, properties of number operations, numerical operations and estimations. Students will represent and analyze mathematical situations and structures using algebraic symbols. Fifth grade level math also cover to formulate questions and to teach to select and use appropriate statistical methods to analyze data. The main topics in the fifth grade in eBLAST Academy are: Numeric operations and estimations, develop patterns, relations and functions, Algebraic representations, Geometric Properties, Visualization and Geometric Models.

Grade 6: Sixth grade mathematics is designed to make mathematics relevant to the student and to help the student become an independent problem solver and critical thinker. This course is accelerated, prepares students for algebra and geometry, and challenges those students with a high aptitude in math. The main topics in the sixth grade in eBLAST Academy are: Ratio, proportion, and scale, probability and statistics, the nature of functions, algebraic expressions and equations.

Grade 7: The intent of the seventh grade mathematics program is to provide the students with the math skills needed to be successful in their individual life styles. The program will emphasize the mastery of basic mathematics skills and concepts. The main topics in the seventh grade in eBLAST Academy are: Problem solving, mental math, estimation, decimals, patterns and number sense, fractions, introduction of algebra, integers, investigation in Geometry, area, surface area and volume, ratio, proportion and percent, discrete math and probability, functions and graphs.

Grade 8: The scope and sequence of the eighth grade program is as follows: Review of pre-algebra concepts, solving a full range of first degree and literal equations, operations with polynomials, factoring polynomials, inequalities, analytic geometry, simultaneous equations, functions, rational expressions, and quadratic equations.

## ENGLISH LANGUAGE ARTS

### Grades K-2

*Writing:* Shared and interactive writing include group message writing, letter writing, and list and chart making. The expression of written ideas in K-2 begins with the teacher writing the child's words (dictation). Students will engage in independent writing through the creation of little books and class books, as well as writing in their personal journals. Students will create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year by sharing writing and use available technology for publishing.

*Reading:* The goal of the K-2 language arts program is to help all children develop a love of literature, in all its forms, and to encourage all students to feel successful as readers, writers, and communicators, regardless of their developmental level. Program creates a developmentally appropriate classroom environment that promotes literacy learning through active involvement, meaningful play experiences, and thoughtful instruction. Students will learn how to apply concepts of print, acquire knowledge of spoken words and understand the relationships of speech to print as they develop a foundation for literacy. Students will also learn preview a selection and use the text and visuals to access appropriate prior knowledge to make reasonable predictions and enhance and monitor the understanding of text.

*Speaking:* Students will demonstrate effective oral communication skills to express ideas and to present information. Students will study word families and word patterns, as well as letter sounds. These lessons will develop a solid foundation of the decoding and spelling skills that are necessary for successful reading and writing. Students will use more descriptive and specific vocabulary to name and describe people, places, things, and actions. Students will use synonyms and antonyms appropriately in speech with a correct tense.

*Grade3-5: Reading:* Students will comprehend strategies for understanding fiction texts, and strategies for obtaining information from non-fiction texts. Students are expected to acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Students will also read, examine, and respond to a wide range of texts for variety of purposes some novels are read by the entire class and others by small reading groups. Group discussions focus on character motivation, plot development, and the role setting plays in a novel. Vocabulary will be enhanced through learning to define words from their context and directly learning the definitions of assigned words selected from novels and curriculum studies.

*Writing:* The 3-5 writing program continues to focus on teaching students to express themselves clearly in print. Grammar lessons focus on sentences using multiple clauses, verb tenses, and parts of speech. Emphasis is placed on solidifying punctuation skills learned in earlier grades and learning how to proofread and edit writing. Research skills, including note taking, report writing, bibliographical notations, and use of the Internet are taught. Students will employ a wide range of strategies as they write, using the writing process appropriately. Students will demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms and apply knowledge of Standard English conventions in written work.

*Speaking:* Students will use common pronouns and adjectives appropriately in speech as much as possible. Students will use vocabulary from content area texts in complete sentences in appropriate sentences. Students are expected to use complete sentences most of the time to clarify and explain words and ideas orally. Students will communicate ideas sequentially or organized around major points of information using complete sentences most of the time. They will practice working in small groups, with partners in class discussions and sharing by asking questions for understanding and responding to the questions of others in complete sentences.

*Grade 6:* The scope and sequence of the sixth grade English language Arts program is as follows: free writing, clustering, listing, and brainstorming, formal writing (structured paragraphs, reports, and essays, creative writing, journal writing, editing, spelling, vocabulary,

and grammar, reading. This program enables our students to meet and exceed the state frameworks in Language Arts.

**Grade 7:** The seventh grade English Language Arts curriculum has two components: Literature and Writing workshop. Literature units are organized thematically, beginning with personal themes and broadening to social and ethical concerns. In the study of literature, reading, discussing, and arguing about meaning and ideas take an important place. Individually and in small groups, students practice developing and finding evidence to support their interpretations of literature. Vocabulary is taught in the context of literary reading. Curricular work culminates in analytical essays. A major emphasis is on learning to write a 3-5 page critical essay with a clear thesis and correct grammar.

The writing component of the curriculum is structured on a workshop model. This is an individualized approach with students pursuing subjects of their choice in the genre they choose. Two or three blocks per week are designated for writing, and almost all work is done in class. The goal in this free choice writing is for students to use the writing process: brainstorming, drafting, content conferencing, revising, grammar editing, and revision publishing. They read, edit, and discuss one another's writing at each stage. Grammar is taught both in class and in editing conferences in which the teacher can focus on the individual writer. Each student maintains a portfolio of completed writing that is kept in the classroom throughout the year.

*In reading, students will:* Demonstrate an integrated understanding of language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting. Demonstrate an integrated understanding of major concepts, the evidence that supports those concepts, the possible application of the concepts, and the possible purposes the selection might serve. Identify, locate, and use information from the library and other sources. Demonstrate the ability to analyze and synthesize information. Respond to reading by interpreting text, developing inferences, and using background knowledge and literary elements.

*In writing, students will:* Write in direct response to a given prompt, using ideas, reasoning, examples, and/or commentary that are pertinent. Write in direct response to given prompt, demonstrating knowledge of grammar, mechanics, and usage. Use the writing process to develop and evaluate self-initiated writing.

*In listening/visual literacy, students will:* Demonstrate the ability to evaluate the content of a speaker's message. Demonstrate an awareness of the meaning(s) of a speaker's nonverbal communication. Demonstrate the ability to recognize the effects of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed. Demonstrate appropriate grade level listening/viewing skills by listening to/viewing a variety of media.

*In oral communication, students will:* Demonstrate the ability to construct and deliver a persuasive speech. Demonstrate the ability to monitor and use personal nonverbal communication techniques effectively when speaking both formally and informally. Demonstrate the appropriate use of syntactical cues, speed, voice inflection, and emotion when reading orally. Demonstrate the appropriate grade level oral communication skills.

**Grade 8:** The goal of eighth grade English is to master the art of textual analysis and apply that analytic ability to essays and other writing. Students are required to write clear prose with accurate grammatical structure and to form articulate thesis statements. Students develop and execute original projects which illuminate the texts we study, adding to the data bank of information we have about the literature.

The writing program concentrates on a text-based analysis of literature. Topics are generated by the students from questions they have written about the text. All papers are done in at least three drafts; student editors, as well as the teacher, read and comment on the essays. As a result of this editing process, students choose stronger topics for their papers, learn to define a thesis, gain a clear willingness to edit and revise, and learn to criticize one another productively. Papers are done individually and are graded at the third or fourth draft. Grammar is taught individually as part of writing conferences and as a class on specific topics. Vocabulary is generated from the literature. They will also master the skills of working in groups, negotiating and setting deadlines, and discussing the literature. The group creates a 'Journal' of their textual analysis, which is graded as a team project. At various points of the year each student will be doing independent historical research on the time periods in which the books took place and/or producing analytical and creative pieces both individually and collaboratively.

*In reading, students will:* Demonstrate an integrated understanding of language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting. Demonstrate an integrated understanding of major concepts, the evidence that supports those concepts, the possible application of the concepts, and the possible purposes the selection might serve. Identify basic literary elements and discuss relationships between those literary elements and textual meaning. Identify, locate, and use information from the library and other sources. Respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

*In writing, students will:* Write in direct response to a prompt using ideas, reasoning, examples, and/or commentary that is pertinent. Write in direct response to a prompt demonstrating knowledge of grammar, mechanics, and usage. Use the writing process to develop and evaluate self-initiated writing.

*In listening/visual literacy, students will:* Demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media. Demonstrate the ability to evaluate the technical aspects of an oral presentation. Demonstrate the ability to identify the communication rituals used in everyday situations, e.g., legal, occupational, religious, social. Identify verbal and nonverbal acts in a television/or radio commercial that can be interpreted in two or more ways. Demonstrate the ability to retain information heard by using note-taking techniques to record current information, retrieve prior knowledge, and link old information to new.

*In oral communication, students will:* Demonstrate appropriate grade-level oral communication skills. Demonstrate the ability to validate an understanding of a message through an objective synopsis of the information. Demonstrate the ability to verbalize a set of complex directions in an organized and clearly stated manner. Demonstrate the personal development of effective strategies for rehearsing a speech.

## SCIENCE

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. It is believed that we must build the student's own reality when introducing content. Meaning in science comes from relating the new experiences to what they already know, not from simply adding new knowledge to what students know. Science is a dynamic ever-changing discipline; thus student will be encouraged to use computers and the

Internet, plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they will create. The major purpose of the science curriculum is to teach children to become self-reliant, independent problem-solvers, concentrated in science subjects, which are merged with life in a consistent manner with what is known about adolescence. It is designed to create a high level of interest in learning that will become personalized and individualized.

Science class strategies include:

1. Encouraging students to make their ideas explicit, presenting them with events that challenges their ideas;
2. Encouraging the process of hypothesizing, and the generation of alternative inspirations of models, enabling the students to explore these alternatives in informal and friendly ways, particularly through group discussion, and providing opportunities for students to use their new ideas in wide ranges of situations so that they can appreciate their utility.

eBLAST Academy science program will concentrate more on an experimental, hands-on approach to their current definition of science while increasing the abstract knowledge of science. The science curriculum of eBLAST Academy includes advanced courses in each grade for talented, gifted students and those who want to study for various competitions such as Science Fairs. Activities in science are designed to integrate appropriately with other subject areas. Students practice language art skills when they communicate their thoughts by writing and presenting speeches. They use mathematical skills by graphing or calculating. Social studies are integrated when students study the impacts of science and technology on the environment. The science curriculum is integrated with the latest scientific and technological improvements by putting them into curriculum as soon as they appear. It aims for the students to follow and be aware of the latest scientific improvements throughout the world via science and technology clubs.

Grades K - 4: K-4 science introduces the general knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology with three primary goals:

1. Students will be able to communicate observations orally, in writing, and in graphic organizers (e.g. bar graphs, Venn diagrams).
2. Students will learn how to refine questions that guide scientific inquiry.
3. Students will learn and conduct scientific investigations individually and in teams (e.g. lab activities, field activities)

Grade 5: Fifth grade science focuses on the demonstrations and application on the knowledge of systems in nature with two primary goals.

1. Students will be able to communicate results and conclusions from scientific inquiry.
2. Students will develop an understanding of structure to implement strategies for long-term, accurate data collection.

Grade 6: Sixth grade science introduces the general properties of matter, forms of energy, ecosystem and change. The content is integrated in a curriculum with three primary goals:

1. Students will be able to use scientific terminology appropriate to their developmental level to make predictions in a system (e.g., ecosystems);
2. Students will learn to work cooperatively with other students to investigate, solve problems, and analyze laboratory data, and

3. Students will know and demonstrate safe laboratory practices.

Grade 7: Seventh grade science focuses on the theme of 'structure'. Physical, earth and life science content are integrated in a curriculum with two primary goals:

1. Students will value and use science as a process of obtaining knowledge based on observable evidence.
2. Students will develop an understanding of structure as a general concept that is common to all content areas. Technology issues and the nature of science are infused into the core. An important part of this curriculum is the personal relevance of science.

Grade 8: Eighth grade science focuses on the theme of 'change'. Earth, physical science and life science's contents are integrated curriculum with two primary goals:

1. Students will value and use science as a process of obtaining knowledge based on observable evidence.
2. Students will develop an understanding of change as an organizing science concept common to all content areas.

## SOCIAL STUDIES

Grades K - 4: In these grade levels, students shall develop an understanding of the interactions between people and their environment. Students will develop an understanding of how cultures around the world develop and change. The course will teach students to understand forms and roles of government. Students will learn how to participate, develop, and use the skills necessary for effective citizenship. They will be able to analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time. Students shall evaluate the use and allocation of *human, natural, and capital resources*.

Grade 5: In this grade, students shall develop an understanding of the physical and spatial characteristics and applications of geography. Students also develop an understanding of how cultures around the world develop and change. Students will learn how to participate develop and use the skills necessary for effective citizenship. The course will give student an idea how to analyze significant ideas, events and people in world, national, state, and local history and how they effect change over time

Grade 6: In this level, the meaning and importance of history will be taught. Students will identity and compare characteristics and accomplishments of major world civilizations, and interpret historical events and decisions from distinct cultural viewpoints. Students will learn geography in conjunction with their study of history.

Grade 7: In this grade, the student will be introduced to those cultures and areas of the world that play an important role in today's global community. They will be able to express their ideas about current international issues. The students will also be presented a multicultural perspective on the political, intellectual, and cultural penetration of ideas into world cultures. They will be able to distinguish between past, present, and future, identify and construct a sequence of events within a historical narrative, and make connections between historical cause and effect.

Grade 8: Eighth grade Social Studies is intended to increase students' knowledge of the history of the United States. Information is covered through a chronological approach, beginning with

an examination of the American Revolution. A detailed study of the United States from 1776 through 1914 then follows. Special emphasis will be placed on geographical concepts, current events, writing, and interdisciplinary units taking physical education activity classes.

#### FINE ARTS

Grades K - 4: Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas. Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and design. Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of environments, and of diverse cultures. The students will all be involved in various types and experiences in music as well.

Grade 5: Students will research and discuss diverse cultures, styles, and periods of art. Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*. So students Create art work using the elements and principles of design to express thoughts and experiences. The students will all be involved in various types and experiences in music as well.

Grade 6: The basic goals of the fine art courses in this grade are intended to help students to become sensitive to the visual aspects of their environment, use art as a means of personal expression, solve practical design problems creatively, and evaluate their own and others' art work using the principles of art and the elements of design. The students will all be involved in various types and experiences in music as well.

Grade 7: Art will be taught under three subtitles in the seventh grade. Each student will do several exercises to improve drawing skills. These are geared to improve the ability to see and to imagine. A detailed drawing will be the final project in drawing. Students will explore possible content in art prints or works of art. A series of paintings will be done in a progression from realism to abstraction starting with a cartoon in paintings. The students will all be involved in various types and experiences in music as well.

Grade 8: Students will do several exercises to improve their ability to see their environment. Contour drawing will be explored and a detailed drawing of each student's own hand will be done. After studying cubism, color, value and intensity, students will produce a painting using tints and shades of all primary and secondary colors under the two subtitles drawing and painting. The students will all be involved in various types and experiences in music as well.

#### PHYSICAL EDUCATION

Grades K - 5: The physical education program focuses on demonstrating competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will learn to demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation. There will also be martial arts, gymnastics and dance offered to all students.

Grades 6, 7, and 8: Physical education program at this level focuses on sports related activities and physical fitness. Students will be exposed to a variety of team and individual experiences. They will also be assisted in their social and emotional development. The primary purpose of physical education is to promote a healthy life style, develop motor skills, and develop a positive attitude toward physical fitness. The program of physical education at eighth grade level

includes flag football, soccer, table tennis, rhythm circuit training, basketball, aerobic activities, physical fitness activities, volleyball, track and field decathlon, softball, and badminton. There will also be martial arts, gymnastics and dance offered to all students.

#### **7. Measurable Goals: Collecting, Profiling, and Analyzing Data**

The eBLAST Academy, in forming a complex interdisciplinary charter school, will utilize many different forms of tools and progress monitoring to assess student achievement. An important key to our school design is the involvement of both Academic Data and Non-Academic Data. Independent portfolios, individual improvement plans for every student, and careful analysis of test data will be the key to helping every student at the school excel in the educational program. The NWEA testing data will be utilized to measure continuous progress throughout the school year and the on-going years of education at our school.

#### **Academic Data**

As suggested by the Arkansas State Department of Education the eBLAST Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy. This will be detailed in our yearly ACSIP when completed and then updated on a continuous cycle.

#### **Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)**

- **Criterion-Referenced Tests / Benchmark Exams**  
**Grade Level Benchmark, and all End of Course Exams**

- **Norm-Referenced Tests**

*The eBLAST Academy will administer the following tools and progress monitoring*

- QUALLS – Kindergarten (entrance Exam, window for testing is typically Aug-Sept)
- Mid Year Exam (window for testing typically January) and year end exam Algebra I
- NWEA testing will take place twice during the year.
- The following assessments are typically taken within an April window:
  - SAT 10- 1<sup>st</sup>, 2<sup>nd</sup> grades
  - MAT8- Kindergarten
  - Augmented Benchmark for grades 3-8
- End Course Algebra I
- DIBELS – ongoing progress monitoring with inclusive end of year Benchmark
- Explore and ACT
- AIMSweb – ongoing progress monitoring with inclusive end of year Benchmark
- STAR

*Note: The first year of operation will be K-8<sup>th</sup> grades, which will call for only certain programs from the above list, leaving certain assessments omitted, but they will need to become available as the grades become available.*

A key part of the philosophy of the Academy is to develop the whole child through reflective self-understanding, in response to this very important element we must implement a way to analyze the data our students and faculty offer which may not be considered directly academic. In turn, correct data analysis, interventions, actions, and plans will lead into

alignment of our ACSIP. At the eBLAST Academy we will strive to develop an intensive and highly effective overall program. The only way to do this is to include the following sets of data into our pathway to achievement.

### **Non-Academic Data**

The eBLAST Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy including:

- Graduation Rate (9-12) of area Districts
- Drop Out Rate of area Districts
- Average Daily Attendance (K-8) used in AYP accountability
- Professional Development
- Technology Data
- Any Other Optional Data (such as Parent Volunteer Rate, etc.)

### **Assessment of Progress**

- All students will participate in the appropriate grade- level state mandated testing. The eBLAST Academy will perform the States testing at the appropriate time during the school year.
- Students who do not pass the test at proficient status will be required to follow intensive intervention to ensure success during the following year.
- Parent Involvement is a key component to the success of a student and the parent/guardian will be an active member of the intervention team. The need to involve parents is tremendous. The parents at the eBLAST Academy are offered different trainings at periodic times throughout the year, such as training in Math to give them skills to help with homework. Our parents also have the liberty to use our Parent Resource Center.
- Professional Development is also a very important factor for the success rate of the development and implementation of academic programs within the Academy. Professional Development is constantly reviewed to ensure that the faculty is continually maximizing student achievement.

### **Academic Focus Factors**

#### **Literacy**

- All students will be expected to meet the State and Federal NCLB mandates.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart Below \*Model of Student Services\*
- All students in the eBLAST Academy will be in a progress monitoring program for each grade level for Literacy using the DIBELS, STAR, and AIMSweb.
- Students enrolled in the eBLAST Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Literacy.
- All students will be monitored through the NWEA program.
- See pages 24-25 and 28-31 for more detailed information on our literacy program.

### The eBLAST Academy Model of Student Services

Academic Services	Behavioral Services
Universal Interventions * <i>All students</i> * <i>Preventative and Proactive</i>	Universal Interventions * <i>All settings, All students</i> * <i>Preventative and Proactive</i>
Targeted Interventions * <i>Some students (at risk)</i> * <i>High efficiency</i> * <i>Rapid response</i>	Targeted Interventions * <i>Some students (at risk)</i> * <i>High efficiency</i> * <i>Rapid response</i>
Intensive, Individual Interventions * <i>Individual Students.</i> * <i>Assessment-based</i> * <i>High Intensity of longer duration</i>	Intensive, Individual Interventions * <i>Individual Students</i> * <i>Assessment-based</i> * <i>Intense, durable procedures</i>

Student services may be profiled for an individual due to State Mandated testing or progress monitoring. Students may move up or down the intervention tier group as needed. If a student shows significant gains during intervention, and can maintain the gains for the specified time of the program, the student will be able to be removed from intervention. All data and statistical information, along with interventions will be found in the school's yearly ACSIP.

### The eBLAST Academy District Efficiency Goals

In order for every district to operate smoothly it must have a detailed plan in place. The plan must be monitored and evaluated often. Stakeholders within the district are called upon periodically to select priorities and set goals, and then to develop action to achieve the aforementioned. The keys to all of this are data collection, profiling and analysis. Below are highlights of what the eBLAST Academy expects from all parties involved in the future of the Academy.

#### eBLAST Efficiency Goals

#### Measurement

##### Student

**Goal 1: All students will be prepared as proficient intercultural students who are fully prepared to succeed in college.**

**Goal 2: All students will be proficient in a 2<sup>nd</sup> language. The eBLAST Academy will offer Spanish to all students from K-8<sup>th</sup> (and 9-12<sup>th</sup> as added.)**

- The eBLAST Academy will have a promotion rate of 98% or higher from the eighth grade.
- All students will be promoted with the skills to be proficient at high school and on to a college level.
- Students will be responsible for coursework.
- Students will learn cultural and background information about Hispanics.
- Upon leaving the Academy students will not only speak, read and understand Spanish, but they will genuinely understand the culture from which it originates.

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**School**

**Goal 3: The Academy's programs and operation will be at the level with which parents/guardians will demonstrate satisfaction.**

**Goal 4: The Academy will increase enrollment yearly.**

**Goal 5: The eBLAST Academy will seek and retain Licensed, Highly Qualified and Talented Faculty.**

- Parents will return surveys each year, and after each function for data analysis and evaluation.
  - 100% family participation is expected at parent-teacher conferences.
  - The Academy will strive to fill 70% enrollment seats within the first year of opening, and will increase each subsequent year.
  - The average daily attendance will be at least 95%.
  - The Academy will seek and retain faculty members who can integrate an intercultural learning atmosphere with the core academic content areas.
  - Faculty will be monitored for desire to demonstrate new principles and ideas, so that student academic success is achieved.
- 

It is vitally important that our students are successful on the tests that determine academic success in Arkansas, the Stanford 10 and the criterion-referenced Augmented Benchmark Assessments. In addition, we have incorporated several in-house assessments that allow us to give students feedback on their progress in the arts.

**Goals in Reading**

- Students taking the SAT -10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable)."
- Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in literacy than students in schools in the Columbia County area with comparable demographic compositions.
- At the end of its third year, the school will meet its AYP Targets in literacy.
- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no Significant difference between groups of students in different demographic groups within the school on the reading test (for students taking this test).
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in reading will increase by 10% each year as measured via the NWEA.

**Goals in Reading Comprehension**

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.

- All students who have spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades on eBLAST standards.
- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in literacy.

### **Goals in Mathematics**

- Students taking the Benchmark Tests will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable)."
- Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in math than students in schools in the Columbia County area with comparable demographic compositions.
- At the end of its third year, the school will meet its AYP Targets in math.
- Among students who have spent three full years at the school, disaggregation of Stanford-I 0 data will show no significant difference between groups of students in different demographic groups within the school on the math exams.
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in math will increase by 10% each year as measured via the NWEA.
- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart \* Student Services\*
- All students in the eBLAST Academy will be a progress monitoring program for each grade level for Mathematics using the DIBELS, STAR, and AIMS web.
- Students enrolled in the eBLAST Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Mathematics.
- See pages 24, 27-28 for more details on our mathematics program.
- At the end of the first year, students will be ready and capable of taking Algebra I and pass the Algebra I yearend exam in the eighth grade.

### **Goals in Math Reasoning**

- All students who have spent two full years at the school will score on average at the national percentile in mathematics reasoning.
- All students will demonstrate through state mandated testing an average increase of 10% each year on their math reasoning percentile.
- After four years, 90% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in math reasoning.

## 8. Curriculum Alignment Process

eBLAST Academy recognizes the Arkansas Curriculum Frameworks established by the Arkansas Department of Education. The Academy will ensure that all state goals and objectives relative to curriculum are aligned horizontally and vertically. Alignment will be processed through professional development with teachers under the direction of the Academy's curriculum Superintendent. As a measurement of success each teacher will be responsible for a monthly skills calendar detailing the frameworks to be taught. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner. The skills calendar shall be due to the Curriculum Coordinator by each teacher as follows: First Semester by ending of summer professional development, Second Semester before school recess at Christmas Break. Horizontal alignment is important to ensure all subject areas are covered within each grade, and vertical alignment is important to achieve success as students pass on throughout the Academy's system. Teacher daily lesson plans will be turned in weekly and will note frameworks accordingly.

Students of eBLAST will demonstrate knowledge of the standards and the learning expectations throughout the frameworks daily within each lesson. Student work will reflect frameworks and will be posted throughout the school and classrooms for faculty and visitors. Knowledge will also be evidenced by performance on all state mandated testing. eBLAST Academy will have a strong integrated professional development system which will allow for all teachers to work collaboratively as team members while aligning Arkansas State Standards into Academy Skills Calendar's. All teachers will be involved in curriculum alignment both vertically and horizontally. Each teacher is responsible for his/her own calendar according to the tentative schedule below. All parties at eBLAST Academy are accountable for the alignment process. The Curriculum Coordinator is the facilitator, the teacher is the vessel by which the knowledge is taught and shared with children, and the students are the demonstrators of the knowledge they have learned. All content objectives, strands, and frameworks will be aligned accordingly on the horizontal and vertical lines. Faculty will work together as a team to begin the alignment of State Standards horizontally and vertically before the academic year, while during the year team members from within the same grade level will meet jointly to complete Skills Calendars before Report Due dates. As part of the process, the Curriculum Coordinator or Superintendent shall observe the classroom for evidence of alignment during class walk-through's, and weekly lesson plans, and shall discuss standards achievement at various points with students.

<u>Report Date</u>	<u>Report Due</u>	<u>Monitor</u>
July 2011	Summaries from Summer Professional Development	Superintendent
August 2011	Framework Alignment from PD	Superintendent
August 2011	Skills Calendar for Aug-Oct Evidenced by posted Daily Objectives	Curriculum Coordinator
October 2011	Skills Calendar for Nov- Dec Evidenced by posted Daily Objectives	Curriculum Coordinator

December 2011	Skills Calendar for Jan- Feb Evidenced by posted Daily Objectives	Curriculum Coordinator
February 2012	Skills Calendar for Mar- Apr Evidenced by posted Daily Objectives	Curriculum Coordinator
March 2012	Frameworks Reinforced Evidenced by posted Daily Objectives	Curriculum Coordinator

- ❖ Ongoing throughout Academic Year – eBLAST Academy will offer reinforcement through professional development, team meetings, assessment of practices to strategically plan Alignment of State Standards.
- ❖ Due to testing constraints we will expect all standards and frameworks to have been covered at least once by Spring- testing, after testing frameworks are vigorously recapped through the end of the year.
- ❖ eBLAST Academy will remain abreast of ongoing updates to State Standards as they become available and shall remain current on any Professional Development that may help in these areas.

### Skills Calendar

As a measurement of success each teacher will be responsible for a monthly skills calendar detailing the frameworks to be taught. A skills calendar will be a calendar used by faculty to mark frameworks taught within daily lessons to ensure the frameworks are taught across the year, and that all frameworks are reached. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner. Skills calendars will have deadlines, and will be checked periodically by the principal. The skills calendars will be kept within the classroom and noted within the lesson plans.

### Principal

As facilitator and instructional support to the faculty the principal will guide teachers through professional development and on-going support with correct alignment of the AR frameworks and implementation. The principal will remain current on newly revised frameworks and standards, and will help faculty and staff with the vertical and horizontal alignment process. At the beginning of each year a time will be spent with the faculty to ensure proper understanding of learner expectations and standards and how to incorporate each into daily lessons. The principal will issue deadlines for the skills calendars to ensure success. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner.

### Teacher

As a faculty member and facilitator of student learning teachers are responsible for remaining knowledgeable of standards and frameworks. Faculty responsibilities include knowledge of implementation of the standards in each lesson, measurement of student knowledge, measurement of learner expectations, etc. At eBLAST it is imperative for teachers to collaboratively align both horizontally and vertically. Horizontal alignment within their grade will ensure student knowledge within their base, and vertical alignment will ensure student

knowledge within our Academy. The teacher will turn in daily lesson plans weekly and will note frameworks accordingly.

Students

Students of eBLAST will demonstrate knowledge of the standards and the learning expectations throughout the frameworks daily within each lesson. Student work will reflect frameworks and will be posted throughout the school and classrooms for faculty and visitors. Knowledge will also be evidenced by performance on all state mandated testing.

**9. Geographical Area Served**

eBLAST Academy is focused on students in the central and northern part of Columbia County. The main emphasis will be in Magnolia and McNeil, named for William B. McNeil, founder of the College Hill Academy many years ago. This area would include the Stephens School District and the Magnolia School District.

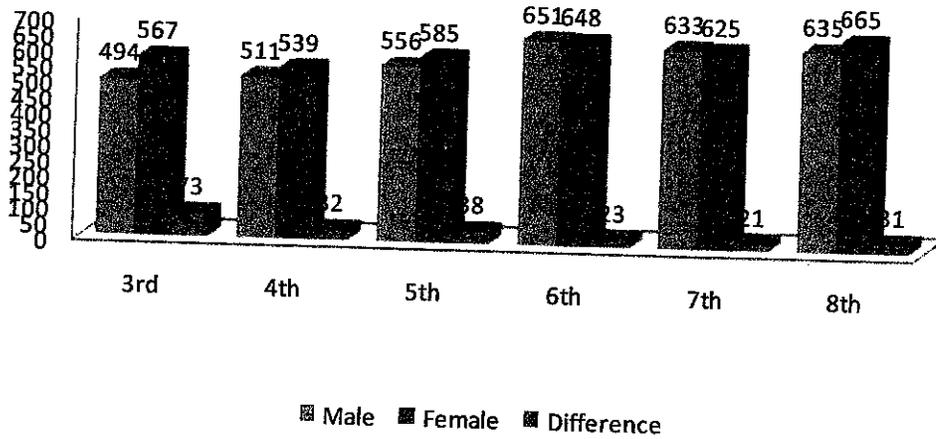
<u>School District Affected</u>	<u>Numbers of students</u>
Stephens School District	<b>100</b>
Magnolia School District	<b>200</b>

Evidenced change has taken place in demographics since consolidation of local school districts concerning rural towns near McNeil.

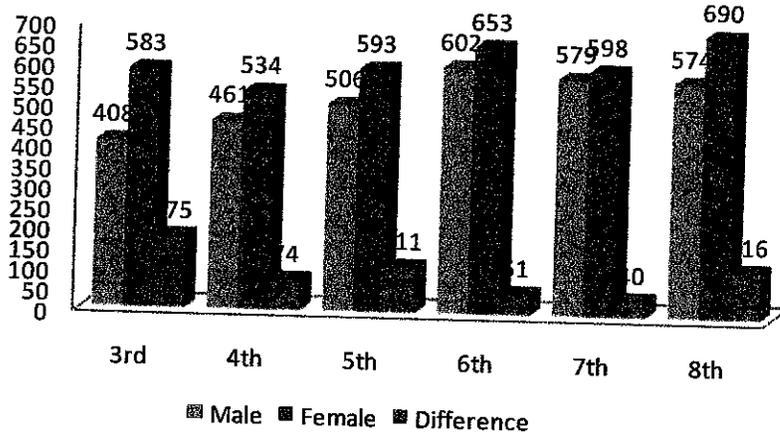
**With loss percentages as follows: McNeil – 5.6% loss, Stephens -11.7% loss, Rosston – 23% loss, Magnolia – 2.1% gain, Taylor – 6.0% loss, Emerson- 5.0% loss.**

As pertains to the most affected districts, which we predict to be Magnolia School District and Stephens School District, the main concern is the population of students we will receive from the district and how we will help each student achieve success. According to research gained from the ALERT data, boys from the Stephens District are suffering to a point of large gaps. See charts below. According to the charts shown below the Overall evaluation of the mean differences in trend data indicates that Stephens School District is not impacting the achievement gap. This data is representative of a large educational achievement gap. The focus is repetitively returning to the black male students. eBLAST Academy will ensure all students are “Here to Achieve.” Through rigorous activities and progress monitoring, the black male population will show gains instead of the large achievement gaps as shown below as compared to the females.

**Analysing Learning Equity Research Trends (ALERT)  
MathTrend for Stephens School District**



**Analysing Learning Equity Research Trends (ALERT)  
Literacy Trend for Stephens School District**



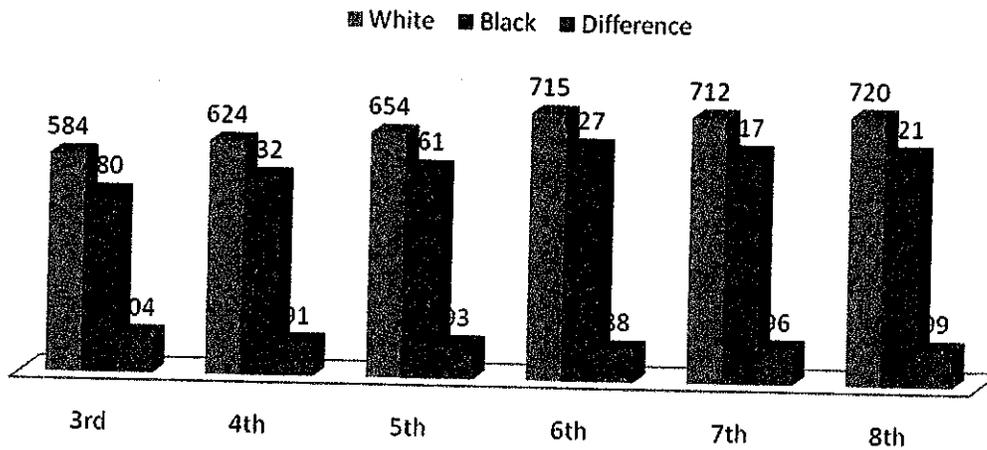
**Expected Ratio of Student Population**

<b>African American Boys</b> 35 %	<b>Caucasian Boys</b> 22%	<b>African American Girls</b> 30%	<b>Caucasian Girls</b> 13%
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The difference within race on the ALERT data provided by NORMES also makes it evident that the black males have fallen through the cracks and been left behind in the surrounding districts as well. See chart below. The eBLAST Academy will strive to close the achievement gap quickly and make gains immediate. With frequent progress monitoring students cannot be left behind and everyone will be "Here to Achieve."

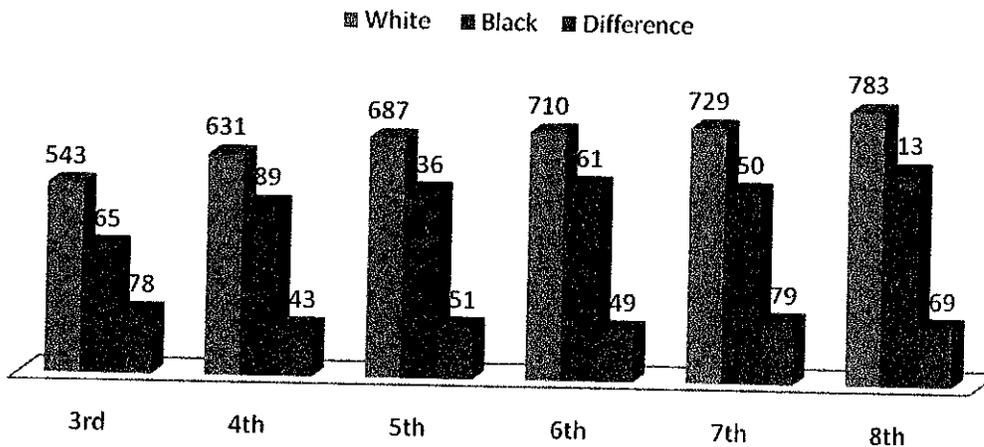
## Analysing Learning Equity Research Trends (ALERT)

### Math Trend for Magnolia School District



## Analysis Learning Equity Research Trends (ALERT)

### Literacy Trend for Magnolia School District



### 10. Performance Annual Report

Accountability is of vital importance to a high-functioning school. eBLAST Academy will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the methods of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments. All educational data and statistics will be presented at the annual public meeting and included in the ACSIP. The school

board will hold an annual public meeting in the auditorium of the eBLAST Academy at a time convenient for a majority of the school patrons and employees to review and discuss its annual report detailing all progress toward accomplishing the school's charter objectives, accreditation standards, and proposals to correct deficiencies.

The superintendent will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include test data from the school and will compare each year's efforts and progress to the school's earlier marks. It will also include information on all other key parts of the school, from Board performance to fundraising to teacher and student successes in individual classrooms. eBLAST Academy agrees to provide a report at the end of each school year to parents the community the local school board and the state board indicating progress toward meeting the performance objectives as stated in this charter. We will also publish each annual report by November 15<sup>th</sup> each year in a local newspaper as required by state law. Moreover, the annual report will be available for public viewing on the school website

### **11. Enrollment Criteria and Selection Processes**

Enrollment into eBLAST Academy will be a cooperative decision made between the parents, students, teachers, and administration. First, the parents and students must decide that this is the type school that will further the students' education, and then choose to enroll in the academy instead of the local school district. They are encouraged to view an academic commitment as the key to a successful education and career. Parents, students and teachers must sign a Charter School Commitment to Overall Excellence form. The form addresses commitment to attendance, homework, conduct, and academics.

eBLAST Academy will utilize numerous routes of recruiting and educating families within the charter school area. We will have faculty and volunteers in place to accommodate bilingual families. Students will be recruited by "word of mouth," newspaper ads, McNeil City website, school website, churches, handouts, posters and mass mailing. The city of McNeil has agreed to post news bulletins on their website and have already placed strategic notes on water bills to citizens of the city. The proposed charter school has also begun a website where people of the area have been receiving information about meetings and upcoming events related to the new charter school. All needed information and registration paperwork will be made available by this means of media. The biggest student recruitment process will be mass mailing. SAFE has designed a pamphlet that will be mailed to everyone in a ten mile radius of the school, this will include every person on mail routes in McNeil, Stephens, Waldo and Magnolia. The pamphlet will introduce the charter school to the area and answer some of the most asked question concerning the school. It contains details on enrollment, contact information and general information about the charter school. The mass mailing guarantees a greater number of people will be informed about the school than any other form of recruitment. This will assure that all parents have an equal opportunity to learn about and apply to the school. Those interested in attending will be sent more information and a complete application.

The entity has already advertised and placed an enrollment ad in the local newspaper in order to get an idea of the number of students who may attend. The local newspaper has already given the proposed charter school front page headlines with large news articles on six different occasions. Advertisements of the proposed charter have been set up at every festival in the area (Blossom Festival, Festival on the Rails, etc.) The local radio station has also agreed to work with us on recruitment by airwaves.

In accordance with federal laws, no student will be denied admission to eBLAST Academy based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated, under the terms of the charter, eBLAST will use a random anonymous student selection method. This method will be a lottery conducted by two or more of the board members. If a lottery is needed, it will be held the first of June. The total number of students admitted to the school will not exceed 300 without formally amending this charter. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the School. For definition, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

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

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

We will not discriminate against potential employees, employees or pupils in violation with any state or federal law.

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

## **12. Job Descriptions of School Superintendent and Other Key Personnel Board Members**

All Board members must demonstrate:

- Dedication to furthering the vision and mission of the school;
- Expectation that all children can and will realize high levels of academic achievement;
- Belief in the use of arts to increase academic outcomes;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;

- Specific knowledge, experience, and/or interest in at least one element of governance for the School.
- See pages 8-9, of this application for more details.

### **School Superintendent**

The Superintendent of eBLAST Academy shall have at least a Master's degree and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications (see requested waivers below), the Board of Directors will look only for the most highly qualified individual to serve as the Superintendent.

The School Superintendent's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the Board of Directors. The School Superintendent will have the responsibility of managing the school's daily operations. The School Superintendent will allocate his time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader. The Superintendent shall be responsible for hiring all school personnel.

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

The School Superintendent is also responsible for the business operations of the school. The School Superintendent, with the help of the Bookkeeper, will present the school's budget and all other financial reports and statements to the Board of Directors. It is the responsibility of the School Superintendent, who will supervise the Bookkeeper, to ensure that the school is financially stable and fiscally responsible.

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

#### **Key Qualities:**

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

## **Curriculum Coordinator**

An individual holding a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The Curriculum Coordinator will function as the school's instructional leader, and is responsible for the oversight of curriculum and the administration of such for eBLAST Academy. This role will set the tone for the entire school. She is also responsible for the day-to-day educational function of the school, and reports directly to Superintendent. She will deal with employee issues and advise and make recommendations to the Superintendent concerning those issues. The Curriculum Coordinator 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. She will work with the faculty to determine a budget that will provide the greatest benefit for the students. She will review the expenses of different operations and grant funds and make recommendations to the Superintendent on contract awards, spending and various other details, and will meet with and counsel parents and students on issues that have been referred to him or her by the faculty. She will perform any other duties that are requested and approved by the Superintendent.

Teachers and parents can always speak to the Curriculum Coordinator about leadership, curriculum, professional development, or other operational decisions. She will speak to the Superintendent concerning these issues, but will strive to make decisions that take into account the input of all the members of the school community. While we believe that the Curriculum Coordinator 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 Curriculum Coordinator may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

Information is included in sections 17 and 19 on school structures that support student and parent involvement.

- Applies strategies of adult learning across teacher leadership activities
- Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
- Assists teachers in analyzing classroom and state assessment data to inform instruction
- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others
- Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level
- Assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP) process
- Demonstrates current instructional technology in the classroom and for data analysis

- Provides differentiated assistance to teachers based on individual needs
- Facilitates and participates in district and building level training

Requirements/Qualifications:

- Valid Arkansas teaching license/Highly Qualified Teacher
- Four (4) years classroom teaching experience
- Curriculum Coordinator License (Preferred)
- Skillful collaborator as evidenced by:
  - Communication skills
  - Collaboration skills
  - Interpersonal skills
  - Experience with instruction of adult learners
  - Time management
  - Planning and organizational skills
- Skillful in curriculum implementation and evaluation as evidenced by:
  - Knowledge of Arkansas content standards
  - Knowledge of effective/research based instructional practices
  - Knowledge of researched based assessment
  - Data analysis skills
  - Problem solving skills
  - Experience providing/facilitating professional development/learning
  - Knowledge of pedagogy
  - Research Based Ideas

The Curriculum Coordinator of eBLAST Academy will also serve as an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. He/she is responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of the Curriculum Coordinator must always be aligned with the mission, vision, core values and educational program of eBLAST Academy.

### **Core Subject Teacher**

While the school will not require teacher certification on all teachers (see requested waivers below), it is the intent of the school to employ only highly qualified, degreed teachers with exceptional qualities in training, experience and teaching ability. We do understand that waivers cannot be obtained for certain teachers. The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers are required to submit weekly lesson plans to the school Superintendent in advance and approach him with any concerns or questions.

In order to maximize the effectiveness of classroom instruction and the school year at large, a substantial amount of time must be spent planning. Teachers at EBLAST will spend one month planning and working together to improve the school while the students are on summer vacation. This time will consist of planning, curriculum writing, professional development, and

team bonding strategies. This work will not cease when the students arrive at school. Teachers will be given planning time each day and must also meet weekly as a group to discuss ways of increasing student achievement.

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

### **Bookkeeper**

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

- Preparing and monitoring the school's budget
- Managing cash flow
- Preparing balance sheets and year end statements
- Keeping track of accounts payable and accounts receivable
- Ordering school supplies and materials
- Managing the school's inventories
- Preparing reports for the public
- Preparing and dispersing school publications
- Writing grants
- Managing the school's bank accounts
- Managing individual school accounts
- Analysis of standardized test results
- Vendor relations

The Bookkeeper, however, will do much more than sit in the office all day. This person shall be skilled in the use of APSCN or will take the necessary classes to become skilled in its use, as well as any and all software required for the job. The Bookkeeper is expected to have an interactive role with the students. The Bookkeeper will be responsible, like the teachers, for being available to the needs of the students at all times.

Beyond working with students, the Bookkeeper will work closely with the School Superintendent in community relations. The Bookkeeper will help present fiduciary information to the Board of Directors. The Bookkeeper will also be critical in the dissemination of mandatory test and school results to both the state and the community. The Bookkeeper will help the School Superintendent serve as a community and district liaison. Often, the Bookkeeper will be a financial representative of the school when the School Superintendent is unavailable.

### **Custodian**

The job of custodian is done for the purpose/s of maintaining an attractive, sanitary and safe facility; providing adequate arrangements for meetings, classroom activities and events; and minimizing property damage, equipment loss and/or liability exposure.

### Essential Functions

- Arranges furnishings and equipment (e.g. desks, chairs, podiums, bleachers, overhead projectors, etc.) for the purpose of providing adequate preparations for meetings, classroom activities and events.
- Attends in-service training (e.g. blood borne pathogens, cleaning solvents, floor care, First Aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Cleans assigned school facilities (e.g. classrooms, offices, gym, restroom, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Evaluates situations (e.g. involving other staff, students, parents, visitors, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition and/or safety and cleanliness, and identifying necessary repairs due to vandalism, equipment breakage weather conditions, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Prepares facilities for daily operations (e.g. opening gates/access doors, disarming security systems, raising flag, providing cross walk signs, etc.) for the purpose of ensuring school facilities are operational and safe for occupancy.
- Prepares reports (e.g. safety hazards, work orders, supply requisitions, etc.) for the purpose of documenting and/or conveying information to other personnel.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functional educational environment.
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.

Below is the proposed personnel needs for the year 2011-2012

<b>Position</b>	<b>Number</b>
School Superintendent	1
Bookkeeper	1
Special Education/Classroom Teacher	1
Classroom Teachers	14
Custodian	2
Maintenance	1
Food service	2
Curriculum Coordinator	1
Special programs	1
Secretary	1
Nurse	1
Substitutes	3
<b>Totals</b>	<b>29</b>

### **13. Business Office**

eBLAST Academy will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. We intend to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory, systematic and continual process. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. We will involve multiple individuals in all financial transactions providing segregation of duties.

It is the responsibility of the School Superintendent and Bookkeeper to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The Board of Directors will approve the balanced budget before it is implemented. Most transactions will then begin with a faculty requisition. The Bookkeeper must check the finances and the School Superintendent must approve the acquisition. (A procurement process may be necessary for significant items.) The Bookkeeper will then order the supplies with the necessary purchase order. The School Superintendent and a board member will sign the checks. All financial transactions will be recorded and reflected in reports to the board. All inventory and financial records will be kept with APSCN software as required by the state.

Purchases made by the administration of eBLAST Academy will only be those items and services deemed necessary or that are required to fulfill the mission of the charter school. The board of Directors will approve a school budget at the beginning of the year as a guideline for these procurements. Even after the budget is approved, items that cost more than \$10,000 must be approved by the board, as well as the proper steps followed, before purchasing.

Items that are less than \$10,000 will be purchased by the following method.

- 1) At least two or more quotations or bid proposals are obtained when possible unless approved by the state
- 2) All local, state and federal laws will be followed
- 3) Shipping prices must be confirmed
- 4) A purchase order is submitted
- 5) The bookkeeper checks the purchase order against the budget
- 6) The purchase order is sent to the Executive Superintendent for final approval

The School Superintendent and Bookkeeper will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The School Superintendent will present the proposed balanced budget to the Board of Directors for approval at its regularly scheduled board meeting in May.

### **14. Annual Audit**

eBLAST Academy will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code 6-1-1(101). If the Division of Legislative Audit is not available we will hire an independent auditing firm approved by ADE and the state to complete this audit.

eBLAST will complete an annual audit of financial and programmatic operations. We will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

### 15. Reporting Education Data

eBLAST Academy will fully participate in the Arkansas Public School Computer Network (APSCN) for reporting education data as required. The school will hire a full-time Bookkeeper to work with fiscal data network. The curriculum coordinator, secretary, nurse and superintendent will be trained in the specific uses of APSCN for specialized educational data in their areas. Please see section 13 for additional information. APSCN will be used for all educational data, inventory and financial data.

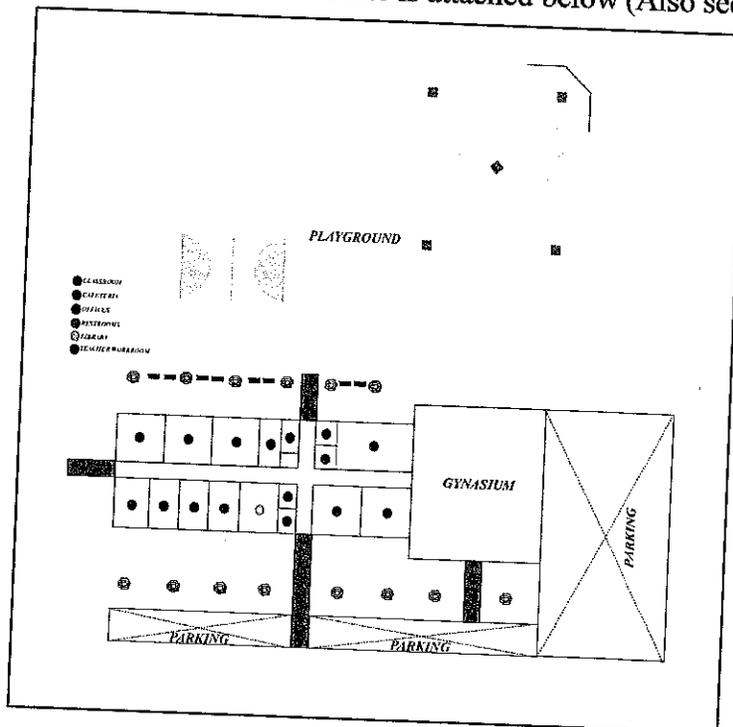
### 16. Facilities Description

S.A.F.E. has purchased the former McNeil School facility on 306 Walnut in McNeil, Arkansas. The building is only used for monthly meetings of SAFE up to this time. The building has been used for no other purpose in the last three years. The agreement and supporting documents between SAFE and eBLAST Academy are included as an attachment.

The relationship between the school and SAFE is that of tenant and landlord as described in the attachment documents. The lessor is a nonprofit entity. The facility will meet all federal and state requirements for a school building, including ADA and IDEA. The McNeil city authority has stated that the site may be used for a school. There are no locations that sell alcohol within 1000 feet of the facility. The building is currently in compliance with the American's with Disabilities Act (ADA) and the Individual's with Disabilities Education Act (IDEA).

The building is approximately 62'x205' with a gymnasium 83'x71' with a gross square footage 15,603 ft.<sup>2</sup>. The classrooms vary, but not much, as to the square footage in each. The average room measures 25 feet wide by 32 feet long, an average of 800 square feet per class room. There are a couple of larger classrooms which will be used for a computer lab and kindergarten room. The lunch room kitchen will be set apart in the Gymnasium and the Gymnasium will be used for the cafeteria seating.

A floor plan of the proposed school site is attached below (Also see attachment F1).



## 17. Student Services

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

**Health Services:** Health services shall be provided to the students of the school as needed on a contracted basis. The school will develop, before opening, complete health services and health emergency policies and procedures. The school plans on hiring a full time nurse who will be responsible for documenting student information in APSCN.

**Media Center:** The school plans on beginning its own library in the first year and has set aside appropriate funds. We have already purchased the old Waldo School library and will purchase the necessary media that is still needed.

**Transportation:** The school plans to provide transportation to and from school in its initial year. We are planning on a strategic bus route that will accommodate disadvantaged students and any student who needs a ride from certain check points in a seven mile radius. A new bus will be purchased with Walton Family Foundation Grant money. Provision of advanced transportation will be an annual decision of the Board of Directors. At the same time, SAFE has been working with area churches and carpooling to assist disadvantaged students in transportation needs.

**Food Services:** The school intends to participate in the USDA's Child Nutrition Program as administered through the Child Nutrition Unit of the Arkansas Department of Education for all students found eligible, and to make available meals for other students at a reasonable cost through our food service department. The food service department will consist of a food service director and two food service workers. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged.

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

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

## 18. Food Services

The school will provide hot and cold nutritious meals for all students every day at a reasonable cost. A separate kitchen will be used to prepare the foods and the students will be provided cafeteria tables on the gym floor where they may eat their meals. The facilities will comply with local, state, and federal health department regulations and requirements. We will contact the Child Nutrition Unit for guidance in establishing our food service. The food service director will ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. eBLAST will serve breakfast, lunch and an afternoon snack (Afterschool Snack). All meals will comply with the federal food nutrition guidelines. Students will have milk, fruit and an entree each day, and there will be other options to include

students with dietary restrictions. We will actively work with the Food Nutrition Department of ADE to accommodate those students who need free or reduced price lunches.

We will keep a separate fund accounting of federal non-profit food service account funds with separate recordkeeping from any other program. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged. Confidentiality of the Free and Reduced-Price Eligibility of individual students and households shall be maintained at all times under applicable federal guidelines. We will ensure equal treatment of children eligible for free or reduced price meals, and operate so that no child shall be discriminated against because of race, sex, color, national origin, age or disability.

### **19. Parental Involvement**

eBlast Academy is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home to school connection which is essential for preparing students for success in high school and college. There are numerous venues which we will utilize to involve families on an ongoing basis, including but not limited to:

- A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- Home visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An Annual Summer Orientation provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student Handbook*. All new students, families and staff participate in an orientation to welcome them to the community.
- Weekly communication from both the school leaders and classroom teachers will provide ongoing updates on school events, classroom instruction and individual student progress.
- Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.
- Quarterly Family - Student - Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.
- Parents will be encouraged to participate in the evening tutoring session for their children. This will help the parents understand the needs of their children.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the school board, volunteer in the school and organize school events.

### **SCHOOL-PARENT-STUDENT COMMITMENT**

*eBLAST Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and the students of eBLAST Academy, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic*

*achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*  
***This school-parent-student commitment will be in effect during school year 2011-2012.***

**eBLAST Academy will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*All students who attend the eBLAST Academy must be committed to educational excellence and their parents or guardians must also commit to involvement in the student's education.*

*We use the ADE curriculum frameworks just like all other public schools but our curriculum is based on a vertical alignment instead of a horizontal (grade level) alignment so that the student can advance beyond normal bounds. Students who complete their education here will be ready for high school and college level work and be able to enter without any remedial classes. We specialize in teaching our students fluency in Spanish because knowledge of foreign languages will increase chances of finding jobs, and being promoted in our growing global economy.*

*The class size is kept small so that no child will be left behind. The classes average about 18 students. We also utilize the most up to date software and technology for all classes.*

**2. Hold a parent-student-teacher conference annually during which this compact will be discussed as it relates to the individual child's achievement.**

**Specifically, that conference will be held:**

***July 15, 2011.***

**3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

*Daily homework and tests results.*

*Weekly portfolio reports will be sent to the parents/guardians for examination and signature.*

*Report cards will be distributed at the end of each nine weeks and parent will be required to sign their child's class agenda daily.*

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Staff will be available from 4:00 to 5:00 pm Monday through Friday or during their prep period by appointment.*

**5. Hold parent-student-teacher conferences every quarter as related to the individual child's achievement. Specifically, those conferences will be held:**

***September 30, 2011, January 3, March 16, and June 18, 2012***

**6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*Parents may sign up to volunteer in the school office and will be notified of new volunteer opportunities through parent notices.*

*Parents are invited and encouraged to be a part of the Parent/Teacher Organization of the school which meets once a month.*

**7. Hold a year end parent-student-teacher conference annually during which the previous and next year will be discussed as it relates to the individual child's achievement and/or needs. Specifically, that conference will be held:  
June 18-20, 2012.**

**Parent Responsibilities:**

**We, as parents, will support our children's learning in the following ways:**

- *We will make sure our child arrives at school on time.*
- *We will make sure our child comes to school every day unless excused.*
- *We will make arrangements for our child to attend after-school activities as designated and make appropriate transportation arrangements.*
- *We will ensure that homework is completed.*
- *We will sign our child's agenda daily.*
- *We will examine and sign our child's weekly progress report.*
- *We will volunteer in our child's classroom.*
- *We will participate, as appropriate, in decisions relating to our children's education.*
- *We will promote positive use of our child's extracurricular time.*
- *We understand that our child must follow the eBLAST Academy's rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.*
- *We will stay informed about our child's education and communicate with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.*
- *We have read, and we do approve of the rules and guidelines in the school handbook.*
- *We will serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

**Student Responsibilities:**

**I, as an eBLAST Academy student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:**

- *Arrive at school every day on time.*
- *Come to school every day unless excused.*
- *Attend after-school activities as designated.*
- *I have read and I do approve of the rules and guidelines in the school handbook.*
- *Always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn.*
- *Complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.*
- *Always make myself available to parents and teachers, and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.*

- *Always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my classmates and give everyone my respect.*
- *Be responsible for my own behavior, and I will follow the teachers' directions at all times.*
- *I will be courteous to all people at the eBLAST Academy.*

### **School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, eBLAST Academy will:

- *Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.*
- *Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.*
- *Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.*
- *Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*
- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*

- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

School Official

Parent(s)

Student

## 20. Exemptions from Provisions of Title 6

In order to implement eBLAST Academy's program fully and effectively we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the Academy with the following waivers:

- We request a waiver from 6-2-17, Subchapter 3 (301) (d), 6-17-309. Employment of Certified Personnel. We request this waiver because part of the strength and promise of a charter school is that it can "operate independently of the existing structure of local school districts." Our autonomy is crucial to implement the program we have designed and to inspire educational professionals to dedicate themselves to the work of teaching children and to execute at a level not yet seen in many K-8 settings. Our staff and board need the flexibility to offer the raises and salaries they see fit, adhering to the school's compensation policy and all relevant laws ensuring non-discrimination, so that they can recruit, promote, and retain the most talented staff possible. We ask not to be limited to only 7.5% raises and to be exempt from having to petition the state board to go above this number if the situation, market, and employee's performance warrant such a raise.
- We request a waiver from 6-2-17, Subchapter 4 (401), or 6-17-401. Teacher's license requirements. This part of the law requires all teachers to be licensed in order to teach and to be paid. eBLAST Academy requests this waiver because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon. Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and languages and arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have gotten their experience in a private school or have taken some non-traditional path to the classroom. All of our teachers will be Highly Qualified and will need to meet specific and rigorous network hiring standards. However, within those requirements, we want our Superintendent to be able to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license.
- We request a waiver from 6-2-17, Subchapter 7 (702) (a) (1) (A), or 6-17-702(a) (1) (A). Staff development sessions. If this would allow any teacher to attend professional development sessions against the wishes of the Superintendent, we request a waiver. eBLAST Academy has developed a carefully planned professional development calendar that dovetails with our educational model. The Curriculum Coordinator and Superintendent plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the Superintendent may decide, with input from teachers, to use external professional development to support a teacher. But we believe that this decision must ultimately be the

Superintendent's, since he /she is the one who is most accountable for each teacher's effectiveness and results.

- We request a waiver from 6-2-17, Subchapter 9 6-17-919. Warrants void without valid certificate and contract. Arkansas requires a teacher to be certified and under contract in order for his or her pay warrant to be valid. Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from this requirement so we are able to legally pay our faculty.
- We request a waiver from 6-2-17, Subchapter 24(2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use a compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget.
- 10.01.2 190 contract days. The school will not offer contracts to faculty and staff. Teachers will work 210 days or more.
- 10.02.2, 10.02.3 CLASS SIZE AND TEACHING LOAD. We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Class sizes in China and India, where the students are all above average, ranges from 60-80 students. Class size will not exceed 25 in all grades. We believe that data driven differentiated instruction will ensure that the needs of all children are being met. We will also provide teacher's aides to larger classes.
- 15.03.1, 15.03.2 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law. We requested a waiver from the law which requires teachers to be licensed in Arkansas, stating that we would instead hire only teachers who met federal HQT standards, adhered to high hiring standards, and who were particularly well qualified to excel in our eBLAST program. We need the flexibility to find the best possible teachers, regardless of the specifics of their licensure status. Our board must have the autonomy to find the ideal administration, and that administration must be able to assemble a top-notch staff without only recruiting from the pool of candidates who are licensed in Arkansas. Working artists, foreign language speakers, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.
- 16.02.3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. We request a waiver from this rule. While we will purchase a full library, we will be unable to support a media center specialist 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 library professionals in the school's first few years.
- 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. eBLAST is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are

lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school, usually the classroom teacher, will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher, and we do not plan to develop a full program for these students, given our small size. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

- 6-10-106 Uniform dates for beginning and ending of school year. The school calendar will be a "year round" school year that assumes no closing for summer. We also have a longer school year.
- 6-15-902 Grading scale - Exemptions - Special education classes. The school requests to remain as flexible as possible in this area.
- 6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.
- 6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies curriculum. Arkansas history will be emphasized in k-8.
- 6-17-111 Duty free lunch period. Our concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.
- 6-17-114 Daily planning period. While it is the intent to provide adequate planning time the school request greater flexibility than what is in the code.
- 6-17 -203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.
- 6-17-302 Public school principal. The school wishes to employ school leaders especially trained regardless of certifications.
- 6-17-401 Teacher license requirement. As above the school requests to not be required to employ only licensed teachers.
- 6-17 -418 Teacher certification - Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.
- 6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive.
- 6-17-908 Teacher Salary Fund. As the school could employ non-certified teachers it requests to be exempt from this restriction on the Teacher Salary Fund.
- 6-17-919 Warrants void without certification: As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.

- 6-17-920 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.
- 6-17-1001 Minimum base salary - Master's degree. The proposed salary schedule will be as generous as possible, but designed with a strict budget in mind.
- 6-17-1002 Salary amount - Annual Review. The proposed eBLAST salary schedule will attempt to meet or exceed state salary schedules for like positions when the budget allows.
- 6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at -will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-18-508 As the school's student cap is only 300, it will never reach 360 students. The school will provide other alternative learning environment when appropriate.
- State Board Rules and Regulations Waivers Requested
  - Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.
  - Certified Staff Salary Schedules. The eBLAST salary schedules will meet all state schedules for like positions when the budget allows.
  - Waivers of Minimum Salaries for Certified Personnel. The eBLAST salary schedules exceed all state schedules for like positions when the budget allows.
  - Expenditure Requirements by Arkansas Schools. Categories and formula will not be applicable to the school.
  - Minimum Schoolhouse Construction. The school would like flexibility as facilities decisions are being made.
  - Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.
  - Waivers of Earning Limitations under the Teacher Retirement System. The school could need to employ retired teachers in high need areas.
- Standards of Accreditation Waivers Requested
  - V. B. #4 and #5. The school will employ a variety of instructional arrangements that could at times exceed the limits listed here.
  - 10.01.2 190 contract days. The school will not offer contracts to faculty and staff. Teachers will work 210 days or more.
  - XI. A. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios. Support services will be contracted rather that staff due to size. 16.01.3
  - XIA Guidance and counseling will be handled by professional teachers and administration due to number of students on campus.
  - 16.02.3, 16.02.4 XIB. As the school is starting as a small school, library access will be through faculty and staff. However, the school will have a library of its own.
  - 18.01 XII. The school will not offer a separate GT program, but will integrate appropriate services each day to meet all individual academic needs.
  - 15.01XA, 15.02XB The school will hire a Superintendent and a Curriculum Coordinator even though the student cap is only 300. A principal may be hired later.

## 21. Potential Impact on Surrounding Districts

eBLAST Academy is a public, open-enrollment charter school created to bring excellent educational opportunities to all children regardless of race, religion, or socioeconomic condition. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that may draw students from anywhere in the state. The beginning enrollment is expected to be 200 students with the same racial make-up as Magnolia and Stephens/McNeil schools.

We fully understand that we have a statutory obligations to create and maintain a unitary system of desegregated public schools as required by Ark. Code Ann §6-23-106 (a). We have carefully and thoroughly investigated the impact that a charter school in McNeil would have on the schools in the area. As an open enrollment charter school, students may come from anywhere in the state, but those who have shown interest are from the Magnolia and Stephens/McNeil school districts. The enrollment poll taken showed that the students would be approximately 60% black and 39% white (1% other). This is consistent with the ratio of the population in Magnolia and McNeil and would have no diverse effect. eBLAST Academy will not impact the public school district's efforts to comply with court orders or desegregation laws. As stated in the application, we will not discriminate and will meet all obligations in hiring faculty and staff. We are committed to abide by all federal and state civil rights laws.

In a professional study on the impact of charter schools on desegregation efforts, Nathan C. Jensen and Gary W. Ritter from the University of Arkansas (*Arkansas Education Report: Volume 6: Issue 3*), the conclusion was made that "*charter schools are not inhibiting the district from becoming more integrated, and in fact may be contributing to the integration efforts of the district.*" This in-depth research clearly demonstrates that charter schools are not only good for the education of the children, they promote statutory obligations to create and maintain a unitary system of desegregated public schools as required by Ark. Code Ann §6-23-106 (a). The report ended with this statement, "*Placing further restrictions on charter school enrollment based solely on this argument does not seem warranted, and will simply take away educational options that some students—white or minority—might otherwise not have.*" Jensen and Ritter further continued their research in *Arkansas Education Report: Volume 7: Issue 1*, where they state, "*more black students leave schools with above-average percentages of black students; again, it is likely that these transfers overall have a positive impact on the racial balance.*" From our research on the impact of eBLAST Academy in the McNeil area, we conclude that we will not impact the public school district's efforts to comply with court orders and statutory obligations, nor will we affect the racial demographics.

Furthermore, the Attorney General for the state of Arkansas determined last year that, "Charter schools are not districts and are not under desegregation court orders, they are not parties to court orders and should not be viewed in that light." This fact is certainly demonstrated in the understanding of the concept of a charter school. A charter school has no boundaries and can pull students from any district within the state. Therefore it cannot be seen as a school that hinders any specific district of any of their endeavors. Moreover, if charter schools could impact a district's efforts to comply with court orders or desegregation laws, then the same argument must be used against home schooling. There are more students homeschooling in the Magnolia area than the eBLAST Academy proposes to have in the school.

eBLAST has clearly and unambiguously stated that it will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to

enrollment in a public charter school, specifically Ark. Code Ann. §6-23-306(6) and Ark. Code Ann. §6-23-306(14)(B-C). There is no evidence, nor even any insinuation, inferred or drawn against eBLAST that there exists any intent to create or establish a public school in this application or practice that it has a purpose or intent to create a racially segregated public school or likewise impact other public schools. According to court rulings, De Jure segregation of "purpose and intent" must be satisfactorily proven before any liability may be established (Missouri vs. Jenkins; Keyes vs. School District #1). Therefore, for the reasons defined above, this application should be approved as to the required analysis pursuant to Ark. Code Ann. §6-23-106.

At full enrollment the school will reach 300 students over a five year period. The impact appears to be very small, if any. In 2004 the Stephens School District, which is located in Ouachita County, consumed the McNeil School District from Columbia County located South-West of their boundary lines. At consolidation a rather large rural school was formed with enrollment around 600. A consistent drop in enrollment has become a concern for the academic success of the students currently in the Stephens School District. The sharp decrease in the student population also proves detrimental in other areas of the community at large. If the students are leaving the area schools this must mean their family is also leaving the area. Loss in regular population will lead to lower real estate value and loss of job value. Another aspect to be inspected might be, if all students are expected to be 100% proficient by 2013-14, but our local School Districts aren't holding 100% of the students accountable to even graduate how can we expect the students to be proficient or even attend school. Student expectations and student attendance are directly related to one another, and it is our responsibility to ensure that children reach academic success all of the way through school.

*All statistics and numbers were gathered from the Arkansas School Performance Reports through the Normes Website.*

**References:**

- <http://normessasweb.uark.edu/schoolperformance/>
- [http://www.publicschoolreview.com/agency\\_schools/leaid/512870](http://www.publicschoolreview.com/agency_schools/leaid/512870)
- <http://stephens.k12.ar.us/06-07.htm>
- [http://arkansas.schooltree.org/public/McNeil-Elementary-004807-grades.](http://arkansas.schooltree.org/public/McNeil-Elementary-004807-grades)

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

Dear Dr. Duncan:

In accordance with the 2010 Application for an Open Enrollment Public School Charter, please accept our letter of intent to submit an application for eBLAST Academy to be located in McNeil, Arkansas.

**Eligible Entity:** SAFE (South Arkansas Foundation for Education), an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501 (c) (3).

**Eligible Entity Identification number:** 26-4651894

**DLN:** 17053170013049

**Name of Proposed Charter School:** eBLAST Academy

**Grades:** k-8 **Enrollment Cap:** 300

**Location:** The school will be open to all children in Arkansas. We will focus our recruitment efforts in the McNeil area. The Charter School will be housed in the former McNeil High School.

The purpose of the charter school will be to prepare k-8 school students to excel in high school, college, and beyond by providing a high-quality early childhood education, ensuring student mastery of the core subjects, and developing the key behaviors required for educational and personal success. We believe that a great foundation is the first step in a great education.

We will fulfill this mission by providing:

- Rigorous academic curriculum that focuses on high level literacy (reading and writing), mathematics, science and technological skills.
- Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making sure that *No Student is Left Behind* in the *Race to the Top*.
- High quality and proven teachers' professional development programs that allow us to effectively build and maintain results driven curriculum and achievement oriented school culture.
- Meaningful parent involvement, support and training.

We look forward to making this great opportunity work for this area, as well as working with you and your staff

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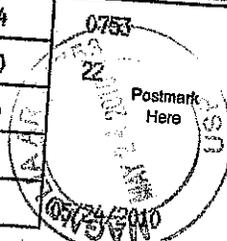
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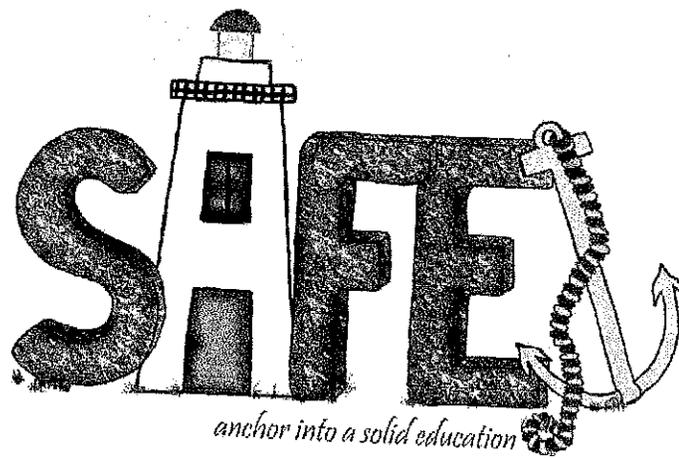
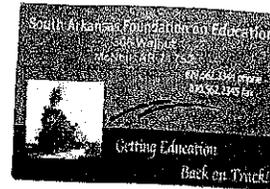
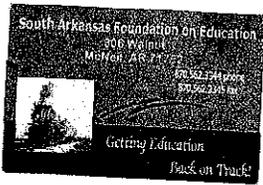


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II



# Public Hearing July 15, 2010

Name	Home town	Name	Home town
<u>Arlene Dominow</u>	<u>Magnolia</u>	<u>Theresa Brown</u>	<u>Magnolia</u>
<u>Jim With</u>	<u>Magnolia</u>	<u>Lela Orell</u>	<u>McNeil</u>
<u>Lucy Jones</u>	<u>McNeil</u>	<u>Harley Good</u>	<u>McNeil</u>
<u>James Young</u>	<u>McNeil</u>	<u>J. Taylor</u>	<u>McNeil</u>
<u>Rickey &amp; Lora</u>	<u>Magnolia</u>	<u>Buddy Jackson</u>	<u>McNeil</u>
<u>Pearl &amp; Lora</u>	<u>Magnolia</u>	<u>Heidi Parrish</u>	<u>Magnolia</u>
<u>Case Bailey</u>	<u>McNeil</u>	<u>Justin Parrish</u>	<u>Magnolia</u>
<u>Sharon Bailey</u>	<u>McNeil</u>	<u>H.A. H.H.H.</u>	<u>Magnolia</u>
<u>James G.</u>	<u>Magnolia</u>	<u>Heidi Parrish</u>	<u>Magnolia</u>
<u>Reginald Wood</u>	<u>McNeil</u>	<u>Patricia Warren</u>	<u>McNeil</u>
<u>Rhonda Raulo</u>	<u>McNeil</u>	<u>Harry Warren</u>	<u>McNeil</u>
<u>Nancy Cook</u>	<u>Magnolia</u>	<u>Heather Buidy</u>	<u>McNeil</u>
<u>Connie Crossley</u>	<u>McNeil</u>	<u>Alexis Young</u>	<u>McNeil</u>
<u>Steven Cassidy</u>	<u>McNeil</u>	<u>L. Shauna Green</u>	<u>McNeil</u>

Mike McNeil Myrtle Reporter.com

Brandi Yang McNeil

Brandy Helton McNeil

Raven Helton McNeil

Brandy Durbury McNeil

Candace Durbury McNeil

Don Helton Waldo

Felton Miller Village

Susan Keith Magnolia

T.T. Keith Magnolia

Lavada Keith Magnolia

Posted: Friday, July 16, 2010 2:15 pm | Updated: 3:33 am, Fri Jul 23, 2010.

By Mike McNeill, publisher and editor |

Proponents shared details Thursday night of their new application for a state-supported charter school in McNeil. A year-round schedule, longer school days, foreign language and arts emphasis, and afternoons filled with enrichment activities were put forth by McNeil resident Carl Bailey of the South Arkansas Foundation on Education. SAFE is the group that led 2009's unsuccessful effort before the Arkansas Board of Education to create e-BLAST Academy at the former McNeil High School. e-BLAST is an acronym for Exploring Business, Language, Art, Science and Technology. The state board voted 5-1 last November to turn down the e-BLAST proposal, saying there was nothing sufficiently different about it when compared with the Stephens School District, which McNeil students have attended since a recent consolidation. However, circumstances have changed, said Dr. James Young, who wrote last year's e-BLAST proposal. Stephens' enrollment, even with the addition of McNeil, has fallen below the state-required minimum of 350 students to maintain a public school district. If Stephens can't draw 350 students this fall, it will be on a path toward consolidation with another district by the 2011-12 school year. Young notes that this could send McNeil students to uncertain final destinations including Magnolia, El Dorado, Camden or Rosston. Young said he has higher confidence this year that the SAFE/e-BLAST application will be approved. At a meeting earlier this week, an initial round of 14 applicants for new state charter schools was whittled to nine. And only two of those nine - McNeil and Gillett - are return applicants. Young did predict that if the application for a charter school in McNeil is not approved this year, it will probably never get one. He expects that all neighboring public school districts to oppose the application. e-BLAST Academy plans to be an "open enrollment" school for students in grades kindergarten through eighth grade, without regard to the school district in which they are presently enrolled. The application also provides for the creation of high school grades at a future date. According to Bailey and Young, the school day will be 7:30 a.m. to 5 p.m., Monday through Friday. School will be year-round with a nine-week/two-week schedule. The two-week vacations will become slightly longer during holiday periods. Studies will be guided through student portfolios that include detailed learning plans. Students will participate in self assessment of their plans. Students and their parents will be required to sign and be held to contracts that require the students to study and complete homework, abide by school disciplinary rules, and participate in school activities. Character education will be emphasized.

D2a

The school plans to teach Spanish at all grade levels. After 2 p.m. daily, students will participate in physical education, music, art, athletics and other extracurricular activities ranging from dance and gymnastics to karate instruction. e-BLAST Academy hopes to have an initial enrollment of 200 students, with a cap of 300 students. There will be no enrollment costs, but parents will be expected to provide transportation and to pay for traditional school supplies. The school will participate in the federal government's free or reduced-price meal program. If the state grants the charter, it will provide \$6,000 per student annually for operating costs. It may also approve up to \$150,000 annually for three years for start-up costs. The Walton Family Foundation, which is encouraging the creation of charter schools in Arkansas, provided SAFE with a \$10,000 planning grant last year, and may provide more planning funds as the effort continues. If SAFE receives a state charter, it may be eligible for a Walton grant of up to \$250,000 toward the costs of starting the school. The goal is to open the school on July 1, 2011. The initial budget calls for hiring a superintendent, 15 teachers, one special education teacher, one curriculum coordinator, three teachers' aides, two custodians, one maintenance person, three food service workers, one bookkeeper and one secretary. SAFE has acquired the library and other school equipment from the former Waldo High School, and lockers, desks and chairs from the former offices of Sapa Group in Magnolia. Young said that reopening the school will have a positive impact on business in McNeil. In his presentation (see related video), Bailey said many neighboring schools are not meeting academic performance standards. He said that the state monitors charter school academic performance closely, and will shut down under-performing ones. Bailey said most people cannot afford the cost of attending private schools, which makes a local charter school a viable alternative. Creating more competition among public schools should stimulate improvements, he said.

Obituaries

Diary

Elmer Jay Brown Jr.

Paul Whitley



108 N. Cordelia at E. Main Magnolia 234-6449

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Public Hearing for an Open-Enrollment Public Charter School

will be held on July 15, 2010, at 6:30 PM In the old McNeil High School Building 306 Walnut Street, McNeil, Arkansas

SAFE (South Arkansas Foundation on Education) has begun the preliminary ground work to begin a public charter school in Columbia County. You are invited to come and be a part of this tremendous opportunity for the area. For more information call Heather Parrish at 562-3344 or 562-2345.



Obituaries

Diary

Reader Poll: Now to

Brighton RETIREMENT SALE Select Group Discontinued Items 1/2 OFF Jennifer's Magnolia Square



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Church Dates



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26 BILLED ACCOUNT NO.	4 BILLING DATE	3 INVOICE NO.	25 TOTAL AMOUNT DUE
1164698	07/31/10	133619	60.99 <del>181.71</del>

**TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN THIS PORTION WITH YOUR PAYMENT.**

D4

June 25, 2010

Dear Superintendent,

This letter is to inform you that South Arkansas Foundation of Education (SAFE) will be holding a public hearing to discuss our plans to submit an application to the Arkansas Department of Education for a charter school to open that would be located in McNeil, Arkansas. The meeting will be on Thursday, July 15, 2010, at 6:30 P.M. in the former McNeil High School, 306 Walnut, McNeil, Arkansas.

Sincerely,

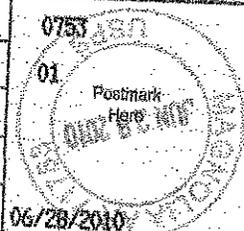
James Welch, President SAFE

D5

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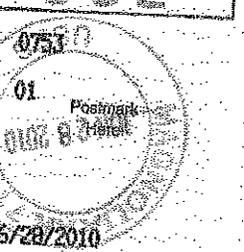
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 Candan School Superintendent  
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 City, State, ZIP+4 Candan AR 71701

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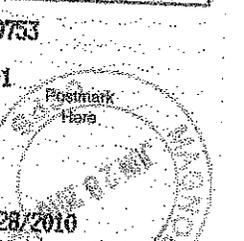
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 Nevada School Superintendent  
 Street, Apt. No., or PO Box No. 6580 US Hwy 278  
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 Shackover School Superintendent  
 Street, Apt. No., or PO Box No. 112 E 8th St  
 City, State, ZIP+4 Shackover AR 71762

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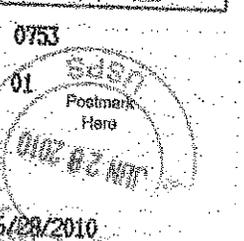
Sent To  
 Stephens School Superintendent  
 Street, Apt. No., or PO Box No. 315 Chart Street  
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<b>Total Postage &amp; Fees</b>	<b>\$ 5.54</b>



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 Magnolia School Superintendent  
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 City, State, ZIP+4 Magnolia AR 71754

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7010 0780 0002 0371 4532

7010 0780 0002 0371 4563

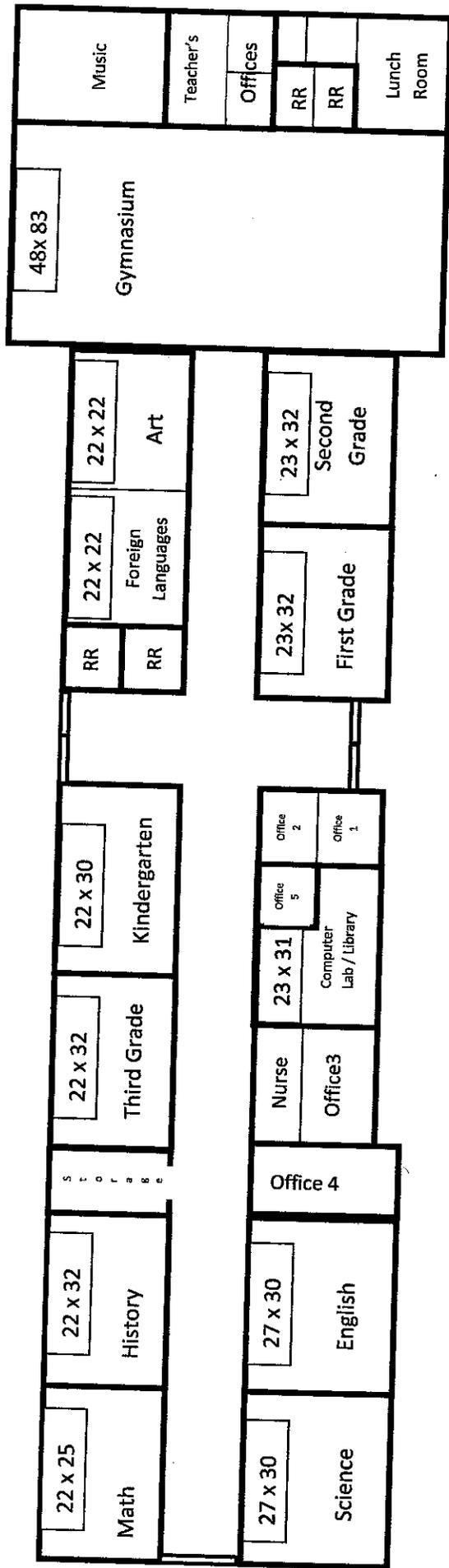
7010 0780 0002 0371 4556

7010 0780 0002 0371 4525

7010 0780 0002 0371 4549

D6

# Facilities for eBLAST Academy



Storeroom is 22' x 10'

Vertical hall is 10' x 203'

Horizontal hall is 22' x 10'W and 19' x 10'E

Office 1 is 12' x 12' secretary

2 is 10' x 12' cc

3 is 13' x 17' super.

4 is 27' x 10' bk

5 is 10' x 10' se

Nurse is 10' x 17'

kitchen storage is 15' x 7'

Offices 1 10' x 11' coach

2 10' x 11' f/t dir

Classes south square footage is 9,710

Gymnasium square footage is 5,893

Total square footage is 15,603

RR W is 11' x 16.5'

RR E is 10' x 16.5'

Top is 50' south end (70") 46' north end (135') x 205'

Bottom floor is 83' x 71'

Gym is 83' x 48'

RR W is 9' x 16'

Music is 27' x 23'

RR E is 9' x 16'

kitchen is 16' x 23'

Teacher's Lounge 12'x23'

# 2011-2012 "Year Round" School Year

**July**

Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day  
12 First day of school

**August**

Su	Mo	Tu	We	Th	Fr	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**September**

Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day  
28 first quarter ends  
(50 days first quarter)

**October**

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**November**

Su	Mo	Tu	We	Th	Fr	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

6 DST Ends  
8 Election Day  
11 Veteran's Day  
24 Thanksgiving

**December**

Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 second quarter ends  
21 Winter Solstice  
25 Christmas  
(43 days second quarter)

**January**

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day

**February**

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

14 St. Valentine's Day  
20 President's Day

**March**

Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11 DST Begins  
14 third quarter ends  
(49 days third quarter)

**April**

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Good Friday

**May**

Su	Mo	Tu	We	Th	Fr	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 Mother's Day  
28 Memorial Day

**June**

Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 fourth quarter ends  
17 Father's Day  
21 Summer Solstice  
(50 days fourth quarter)

There are 192 days of scheduled class  
7 days of required parent/student/teacher/staff conferences  
13 teacher professional development days

## *Daily Schedule for eBLAST*

### Elementary language arts focus

- 7:30 - 8:00 Breakfast and Morning Work/Meetings
- 8:00 - 8:30 Spanish
- 8:30 - 9:45 Reading
- 9:45 - 11:00 Writing
- 11:00 - 11:30 Lunch
- 11:30 - 12:15 Science
- 12:15 - 1:30 Mathematics
- 1:30 - 2:20 PE/gymnastics/martial arts
- 2:20 - 3:10 Arts/Drama
- 3:10 - 4:00 Music/Dance
- 4:00 - 5:00 Tutoring

### Middle School

- 7:30-8:00 Breakfast and Morning Work/Meetings
- 8:00-9:00 Language arts
- 9:00-10:00 Mathematics
- 10:00-11:00 Science
- 11:00-11:30 Spanish
- 11:30-12:00 Lunch
- 12:00-1:00 Social Studies/history
- 1:00-2:00 Career and Technical Education/ tools for learning
- 2:00-2:40 Art/drama/gymnastics/music/P.E./martial arts
- 2:40-3:20 Art/drama/gymnastics/music/P.E.
- 3:20-4:00 Art/drama/gymnastics/music/P.E.
- 4:00-5:00 Tutoring

### Elementary math/science focus

- Breakfast and Morning Work/Meetings
- Social studies/history
- Mathematics
- Science
- Lunch
- Writing
- Reading
- Arts/Drama
- Music/Dance
- PE/gymnastics/martial arts
- Tutoring

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

Lessor (Owner): South Arkansas Foundation on Education

Lessee (Tenant): eBlast

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility and use for prior three (3) years:

No current use in past three years

Premises:

306 Walnut St McNeil AR 71752  
address

15,603 square feet  
square footage

Terms of Lease:

Monthly for five years

Rental Amount:

\$2,000.00 per month

Contingency:

The terms of this agreement are contingent upon

SAFE (sponsoring entity)  
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2011.

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

Lessee:

eBLAST Academy

By Case Bailey-000

Date 7/29/10

Lessor:

South Arkansas Foundation on Education

By Jane With

Date 7/29/10

**Public Charter School Application  
Budget Worksheet  
eBLAST Academy**

**Revenues**

State Public Charter School Aid:

No. of Students (190 x \$6,023.00) State Foundation Funding

No. of Students (190 x \$41.33) Professional Development

No. of Students (190 x \$992) NSLA Funding

\$1,144,370.00
\$7,852.70
\$188,480.00

Line#

4	Total State Charter School Aid		\$	<u>1,340,702.70</u>
5				
6	Other Sources of Revenues:			
7	Private Donations or Gifts	\$10,000.00		
8	Federal Grants (List the amount)	450,000.00 (ADE) 50,000 (Title I)		
9	Special Grants (List the amount)	250,000.00 (WFF)		
10	Other (Food Services)	90,000.00 (meals)		
11	Tech Grant	\$25,000.00 (CIV)		
12				
13	Total Other Sources of Revenues			<u>\$875,000</u>
14				
15	<b>TOTAL REVENUES</b>			<u>\$2,215,702.70</u>
16				

17	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions 2)	\$70,000	
21	Fringe Benefits	18,000	
22	Purchased Services	17,000	
23	Supplies and Materials	15,000	
24	Equipment	5,000	
25	Other (Describe)		
26			<u>\$125,000.00</u>
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 13)	\$442,000	
29	Fringe Benefits	\$110,500	
30	Purchased Services	10,000	
31	Supplies and Materials	70,500	
32	Equipment	357,750	
33	Other (Describe)		
			<u>\$990,750.00</u>

EI

34			
		(Budget Continued)	
35	Special Education:		
36	Salaries: (No. of Positions 1 )	40,000	
37	Fringe Benefits	10,000	
38	Purchased Services	20,000	
39	Supplies and Materials		
40	Equipment	4,000	
41	Other (Describe)		
42			
43	Gifted and Talented Program:		\$74,000
44	Salaries: (No. of Positions )		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions )		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			
59	Guidance Services: /Counselor		
60	Salaries: (No. of Positions 1 )		
61	Fringe Benefits		
62	Purchased Services	\$20,000	
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		
66			\$20,000.00
67	Health Services:		
68	Salaries: (No. of Positions 1 )	\$20,000	
69	Fringe Benefits	5,000	
70	Purchased Services		
71	Supplies and Materials	2,000	
72	Equipment	10,000	
73	Other (Describe)		
			\$37,000.00

115		
		<i>(Budget Continued)</i>
116	Data Processing:	
117	Salaries: (No. of Positions_2)	\$56,000.00
118	Fringe Benefits	14,000.00
119	Purchased Services (NWEA testing)	5,000.00
120	Supplies and Materials	1,000.00
121	Equipment	10,000.00
122	Other (Describe)	
123		<hr/>
		\$86,000.00
124	Substitute Personnel:	
125	Salaries: (No. of Positions 3)	45,000
126	Fringe Benefits	11,250
127		<hr/>
		\$ 56,250
128	Facilities:	
129	Lease/Purchase (contract for one total year including facility upgrades)	
130	<i>Please list upgrades:</i>	\$96,000.00
131		
132	Utilities (contract for one total year including facility upgrades)	See lines 94-95
133	Insurance (contract for one total year including facility upgrades):	
134	Property Insurance	\$2,500
135	Content Insurance	\$1,500
136		<hr/>
137	Debt Expenditures:	
138	Other Expenditures:	<hr/>
139	<i>(Describe)</i>	
140		<hr/>
141	<b>TOTAL EXPENDITURES</b>	<hr/> <b>\$2,130,400.00</b> <hr/>

Total Revenue	\$2,215,702.70
Total Expenditures	\$2,130,400.00
Balance	\$85,302.70

E4

# *eBLAST Academy*

## 2011-2012 Teacher Salary Schedule 205 Days

Years experience	Bachelor's degree	Master's degree	Advanced degree
0	27,000	30,000	34,000
1	27,500	30,500	35,000
2	28,000	31,000	35,500
3	28,500	31,500	36,000
4	29,000	32,000	36,500
5	29,500	32,500	37,000
6	30,000	33,000	37,500
7	30,500	33,500	38,000
8	31,000	34,000	38,500
9	31,500	34,500	39,000
10	32,000	35,000	39,500
11	32,500	35,500	40,000
12	33,000	36,000	40,500
13	33,500	36,500	41,000
14	34,000	37,000	41,500
15	34,500	37,500	42,000

### End of Year Bonus Incentives

80% of Students proficient or better	\$2000
100% of Students proficient or better	\$4000
50% of Students proficient and 50% advanced	\$6000
100% of Students advanced	\$8000

### 2010-2011 Classified Staff Salary Schedule

All staff workers will be based on an hourly pay with the minimum starting pay being \$9.00 an hour.

### 2010-2011 Administration Salary Schedule

Administration pay will be negotiable according to experience, license, education and the school board needs, and will be comparative to local salaries.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 22 2010

SOUTH ARKANSAS FOUNDATION ON  
EDUCATION  
C/O THE EBLAST ACADEMY  
306 WALNUT  
MCNEIL, AR 71752

Employer Identification Number:  
26-4651894  
DLN:  
17053170013049  
Contact Person:  
RODOLFO P. DIZON ID# 95004  
Contact Telephone Number:  
(877) 829-5500

Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
April 7, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Bla

SOUTH ARKANSAS FOUNDATION ON

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, looping initial "R".

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosure: Publication 4221-PC

South Arkansas Foundation on Education (SAFE)

Official Bylaws

Adopted December 8, 2009

**Article I**

The mission of South Arkansas Foundation on Education is to support education in south Arkansas, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under said code section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code.. The organization is organized exclusively for charitable, religious, educational, and/or scientific purposes under section 501(c)(3) of the Internal Revenue Code of 1986. The organizations activities are restricted to those permitted a section 501 c 3 organization, and its assets upon dissolution will be permanently dedicated to a section 501 c 3 purpose.

**Article II**

No person shall be denied membership, access to, or the benefits of an education program or activity on the basis of handicap, race, color, creed, national origin, age or sex.

**Article III**

Organizational meetings will be held monthly, on the second Tuesday at 6:30 P.M.

**Article IV**

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 organization 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 organization members shall decide if a conflict of interest exists.

- 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 organization shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the organization 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.

#### **Article V**

Dissolution of the organization is by majority vote of the Organization. Any remaining funds or property at the dissolution of the organization will satisfy outstanding accounts. Remaining grant monies will be returned to original sources and remaining general fund money will be distributed to a nonprofit fund. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to the state and local government for a public purpose.

## **Article VI**

No part of the net earnings of the organization (Association) shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

## **Article VII**

No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as provided in section 501 (h) of the Internal Revenue Code of 1986, and the organization shall not participate in, or intervene in any political campaign (including the publishing or distribution of statements) on behalf of or in opposition to any candidate for public office.

## **Article VIII**

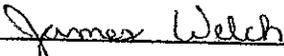
Notwithstanding any other provisions of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code.

## **Article IX**

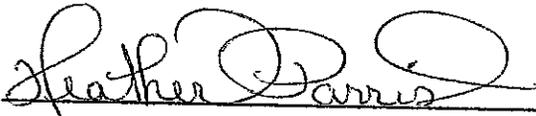
Upon the dissolution and winding up of the organization (Association) after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, association, or corporation organized and operated exclusively for the purposes specified in section 501 (c) (3) of the Internal Revenue Code of 1986 and which has established its tax-exempt status under that section or corresponding section of any future federal tax

code; or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

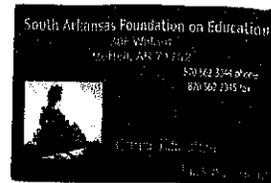
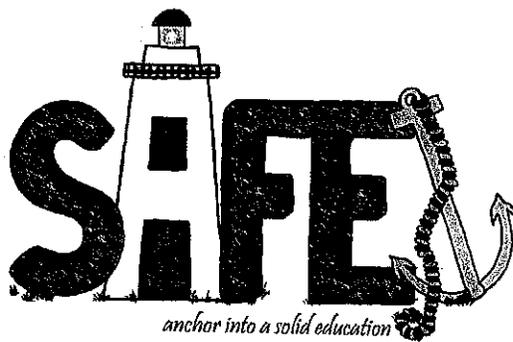
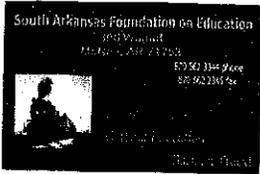
Attested by

  
\_\_\_\_\_

James Welch, President/December 8, 2009

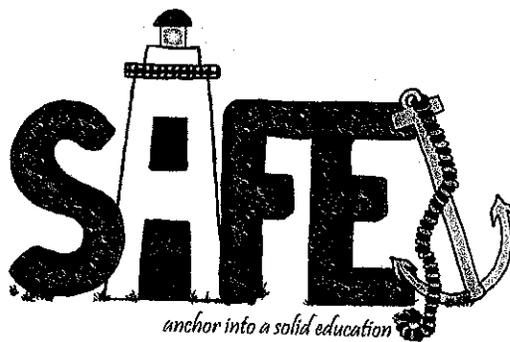
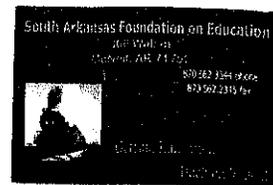
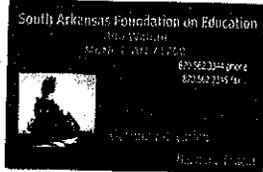
  
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Heather Parish, Vice President/ December 8, 2009



## Parental and Community Support Petition for starting the eBLAST Academy Charter School

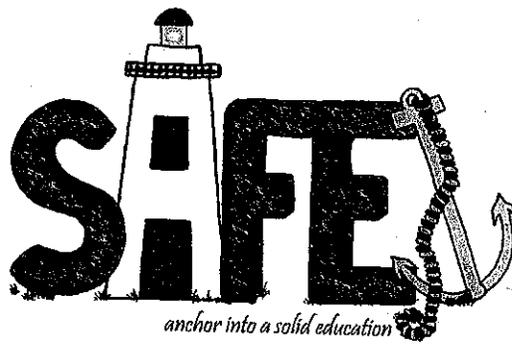
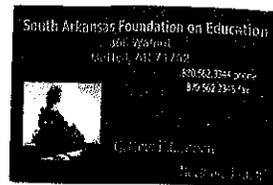
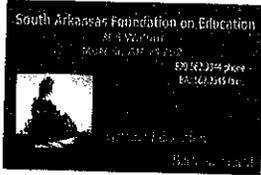
Name	Number of children	Name	Number of children
Carol Hooper	2	Yvonne Hooper	2
Jarrell Pruitt	1	Carol Hooper	2
sa mamtha. HUDMAN	0	Norma Barr	2
Erin Dean	0	Edmer Frepp	0
Alma Faye Hudman	3	Cheryl Watten	
Annita Pato	3	Houston Kelly	4
John Pato	3	Juanita Henry	1
Bruce Dew	1	Jessie Mays	2
Robert Phillips	2	Harward Bryan	2
Charlessa James	3	Yvonne Mays	1
Nelda Powell		Maurice Mays	4
Jean L. Edwards	2	Man Att	1
Margie Lindsey	1	John De Ross	2
Glenn Pui	0	Dayline	0
Nicole Handwell	3	Rose Mays Hess	2
		Soup Richard	4



## Parental and Community Support Petition

### for starting the eBLAST Academy Charter School

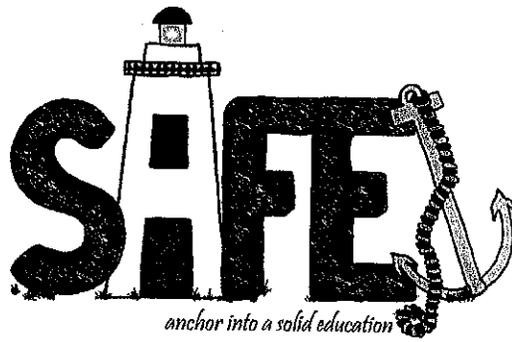
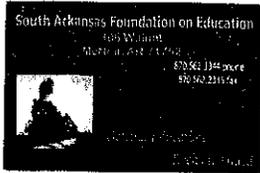
Name	Number of children	Name	Number of children
Holly Flow		Rebbie Creech	0
Mallory Atkinson		Brandey McCardless	2
Matt Atkinson		Jason McCardless	2
Holly Collier	1	Lisa Beard	1
Todd Collier	1	Shannon Harrington	2
Jean Morris	2	M. Harrington	2
Captal Woods		Kayla Whidden	0
Anna Estes	1	Barbara Brown	3
Holly Hulet		Colt McKee	2
Matthew Hulet		Lisa Anderson	2
Mandy Payne	2	Charlette Mingo	0
Melissa Stapp	1	Margaret Mingo	0
Mark Stagg	1	Robert P. Besser	0
Craig Payne	2		
Tom Mabley	2		



# Parental and Community Support Petition for starting the eBLAST Academy Charter School

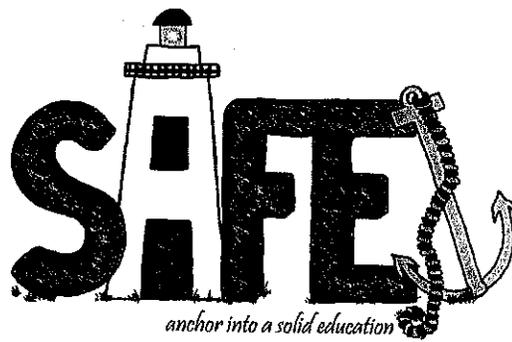
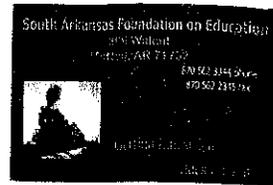
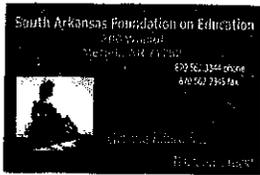
Name	Number of children	Name	Number of children
<u>Nancy Cook</u>	<u>0</u>	<u>Barbara Hartman</u>	<u>1</u>
<u>Joe Berry</u>	<u>1</u>	<u>Betty Bushnell</u>	<u>0</u>
<u>Paul Vaughn</u>	<u>0</u>	<u>James Face</u>	<u>0</u>
<u>James R. Stagg</u>	<u>0</u>	<u>Betty Face</u>	<u>0</u>
<u>Mickey Parker</u>	<u>4 grandchildren</u>	<u>Jack V. L.</u>	<u>0</u>
<u>Carlynn Parker</u>	<u>4 grandchildren</u>	<u>Henry Warm</u>	<u>0</u>
<u>Barbara Lurch</u>	<u>2 grandchildren</u>	<u>Fanny M. Smith</u>	<u>0</u>
<u>Joseph Lewis</u>	<u>0</u>	<u>Carson Chittick</u>	
<u>Judy Blackwell</u>	<u>-</u>	<u>Jean Mung</u>	
<u>Judy Chittick</u>	<u>-</u>	<u>Reginald Wood</u>	<u>0</u> 2 grandchildren
<u>Elaine Honson</u>	<u>0</u>	<u>Carl Murray</u>	<u>0</u>
<u>Denny Carley</u>	<u>3</u>	<u>Pamela Blake</u>	<u>0</u> Kim Murray
<u>Sharon Burner</u>	<u>4</u>	<u>Alin Blake</u>	<u>0</u>
<u>C Leo Murray</u>		<u>Tequila Price</u>	<u>2</u>
<u>77 Carol Jolly</u>			

Wendy Hastings 6 grandchildren  
 Mary Harper  
 Betty Johnson  
 Mollie Harper Jr. &  
 Opal Lane Harper  
 Hazel Harper  
 Clyde Williams



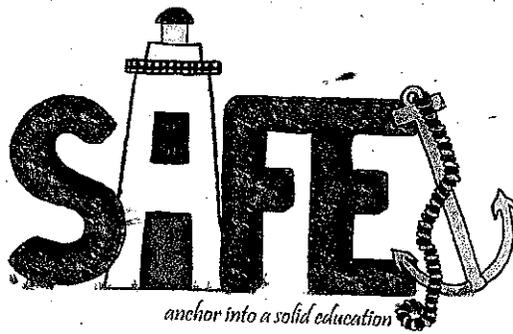
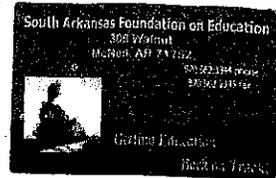
## Parental and Community Support Petition for starting the eBLAST Academy Charter School

Name	Number of children	Name	Number of children
Margaret B. Welch	5	Carolyn Floss	2
Nancy Chamberlain		Mary Jo Rogers	3
Laurel Laneaster	2	Billy R. Rogers	3
Helen W. Blair	3	Jamette Haire	2
Madys Wood	4	Jacqui Heise	2
Don Fuller	4	Martin Sanders	2
David B. Hill	2	Mike Ommore	5
Francis Smith	2	Conrad Sauters	2
CLAIRE BREWER	0	Sonny Higdon	5
KEITH HILL	0	Mavis Hogdon	5
Christine Hill	4	Tim Mast	2
Ermy Sutton	2	Myeecha Catten	2
Wanda Stewart	4	Gatoya Martin	4
John Ed Stewart	4	Shirley Kelly	2
Marie Wallace	4	Wanda Stringer	6



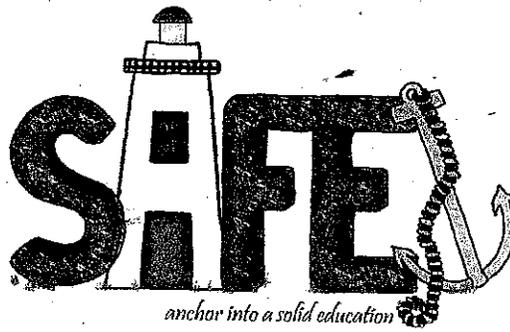
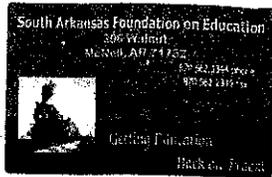
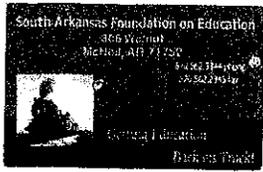
## Parental and Community Support Petition for starting the eBLAST Academy Charter School

Name	Number of children	Name	Number of children
<u>C. St + (STEWART)</u>	<u>0</u>	<u>Jesse Daley</u>	<u>2</u>
<u>Mary F. White</u>	<u>3</u>	<u>Jana D Clark</u>	<u>—</u>
<u>Lucille Kendrick</u>	<u>2</u>	<u>Emory Jackson</u>	<u>2</u>
<u>Mike Kendrick</u>	<u>2</u>	<u>Linda Jackson</u>	<u>2</u>
<u>Shirley Morrison</u>	<u>2</u>	<u>Bobby Ketchum</u>	<u>1</u>
<u>Wayne Morrison</u>	<u>2</u>	<u>Mickey Ketchum</u>	<u>3</u>
<u>Ruth Johnson</u>	<u>3</u>	<u>Michael White</u>	<u>0</u>
<u>Bob Johnson</u>	<u>0</u>	<u>Pattie Bell</u>	<u>0</u>
<u>Jay Puir</u>	<u>1</u>	<u>Tommy Bell</u>	<u>0</u>
<u>Jake Puir</u>	<u>0</u>	<u>Virginia Owen</u>	<u>0</u>
<u>Jillie Smith</u>	<u>0</u>	<u>Charles Owen</u>	<u>0</u>
<u>H. E. Horne</u>	<u>2</u>	<u>Scott Sweet</u>	<u>2</u>
<u>Anita <sup>Calla</sup> W. Dorne</u>	<u>2</u>	<u>Kimberly Colton</u>	<u>0</u>
<u>Umeida Stewart</u>	<u>3</u>	<u>Time mum</u>	<u>1</u>
<u>Mildred Daley</u>	<u>3</u>	<u>Juanita Anderson</u>	<u>1</u>



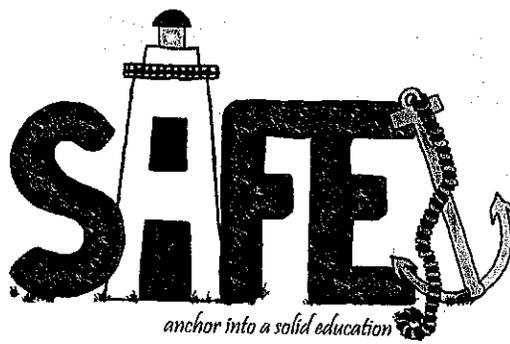
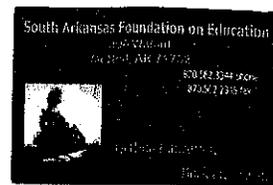
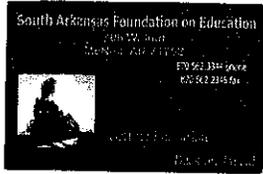
## Parental and Community Support Petition for starting the eBLAST Academy Charter School

Name	Number of children	Name	Number of children
<u>Eric Bailey</u>	<u>3</u>	<u>Stacey Stucky</u>	<u>7</u>
<u>Morgan Bailey</u>		<u>Martha Jones</u>	<u>2</u>
<u>Jan Terrell</u>		<u>Jim Keefe</u>	<u>1</u>
<u>Larry Terrell</u>		<u>Jalt Moreland</u>	<u>4</u>
<u>Kim Glasscock</u>	<u>0</u>	<u>Sheila Evans</u>	<u>2</u>
<u>Gayla Stucky</u>		<u>Chris Evans</u>	<u>2</u>
<u>Wendy Sweet</u>		<u>Brittany Sharp</u>	<u>0</u>
<u>Rodise Smith</u>		<u>Leesa Stephens</u>	<u>0</u>
<u>Jan Stucky</u>	<u>3</u>	<u>Edie Hobbs</u>	<u>0</u>
<u>Ernie Jackson</u>		<u>Winnie Miller</u>	<u>0</u>
<u>Steve Jackson</u>	<u>4</u>	<u>Mandy Best</u>	<u>3</u>
<u>Regina Elliott</u>		<u>Kevin Bell</u>	<u>3</u>
<u>Belinda Jackson</u>		<u>Mary Beers</u>	<u>0</u>
<u>Rusty Jackson</u>		<u>Brent Bollen</u>	<u>0</u>
<u>Curtis Roton</u>		<u>Melby Bailey</u>	<u>0</u>



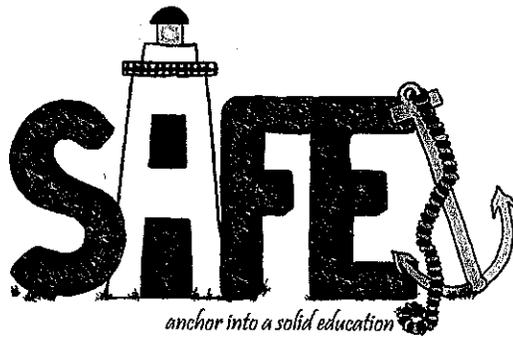
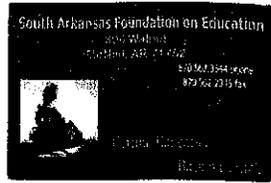
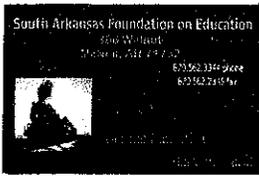
## Parental and Community Support Petition for starting the eBLAST Academy Charter School

Name	Number of children	Name	Number of children
Kimberly Hunter	2	Brandy Duburg	3
Tony Carter	7	Dustin Ramirez	2
Carolyn Sney	2	Hesther Kennington	2 1/2
Angela Mitchell	2	Donald George	0
Jada Wynn	5	Carolina Harris	2
Aga Northman	2	Jimmy Harris	1
Kenneth Turner	2	Carolyn Harris	1
Jay Rode	1	Shay Sprines	0
Donnie Burrell	1	Brenda Fincher	2
Kellie Flowers	1	Carolyn Parker	0
Katrina Flowers	2	Mickey Parker	0
Ashley Fuller	2	Jeff Parker	4
David Myers		Charles White	0
<del>David Myers</del>		Lily A. Powell	1
Keshawna Green	1	Robert Longford	



## Parental and Community Support Petition for starting the eBLAST Academy Charter School

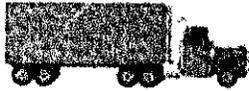
Name	Number of children	Name	Number of children
Heather Guidry	3	Freda Taylor	0
Nations Busnell	0	Steven Cassidy	4
LINGRA Murrey	4	John Curry	1
Ervin Burton	4	Ashly Demoreaux	2
Reed Milon	0	Fernese Johnson	2
Rhonda L. Powell	0	Emily Vaughn	0
Stacy Kemp	0	Andrea Tyler	4
Lequinta Harper	0	Laura Threadgill	1
Crystal Turner D		Janama Harper	1
James Jenks	1	Dr. R. Radford	0
Turone D. Wignick	3	Melvin Moore	0
Donnie Lovett	3	David Lockhart	1
Danny Waller	1	Rebecca Gullett	4
Bob Taylor	0	Bonnie Caldwell	3
T. Bond	2	OBIE HARPER	3
		Betty Christopher	1



## Parental and Community Support Petition for starting the eBLAST Academy Charter School

Name	Number of children	Name	Number of children
Setonia Wyck	4	Carol Bailey	
Talena Pineda	1	Brandi Young	
Kathy Sears	2	Rosa Young	
Leslie Jamerson	1	Dore Young	1
Laurie Mast	0	Travis Young	
Rosanya Lindsey	1		
Bonnie Bishop	1		
Janetline Alge	5		
Jean H. H. H. H.			
Opal Branker			
Maria Connor			
Wanda Henry			
Margie Gumbel			
Rich Elmore			
Paul Elmore			





# *Tommy's Truck Repair*

1571 Hwy 79 North Columbia

McNeil, Arkansas

870-695-3511

August 18, 2010

To whom it may concern,

I am writing this letter in support of South Arkansas Foundation on Education and their endeavor to create a public charter school in this area. I believe that the children in our area deserve a choice for a better education just like many other cities in Arkansas are getting. The application for eBLAST Academy is full of great opportunities for our children. The vast array of fine arts, foreign languages and the educational curriculum that is proposed will certainly enhance the students education, added with parent—student—teacher involvement can only be viewed as a great chance for our area to advance. South Arkansas should be given the occasion to participate in the charter school program and this area is in great need of such a program.

Sincerely,

*Tommy Cloud*  
Tommy Cloud

City of McNeil Vision Committee Letter of Support for a Charter School  
In McNeil

Mrs. Heather Parrish  
South Arkansas Foundation on Education  
P O Box 1072  
Magnolia, AR 71754

August 9, 2010

Mrs. Parrish:

The City of McNeil Vision Committee strongly supports the charter school in McNeil. We; as a group of individuals with values and ideals strongly rooted in the education system, think a charter school in our community would benefit all area youth.

Our children will have the opportunity for greater advancement through skilled and qualified teachers.

A good education is the cornerstone for our children's futures.

Our best wishes to you as you strive for better enrichment of our children's needs and demands.

Sincerely,

President, Carl Bailey

*Carl Bailey*  
Vice President, Ricky Muncrief

Secretary, Betty Burchfield

*Betty Burchfield*  
Vice Secretary, Tim Wood

*Tim Wood*  
Treasurer, Nancy Cook

*Nancy Cook*

August 15, 2010

To Whom It May Concern:

My name is Rhonda Rawls, 2010 mayoral candidate in McNeil, Arkansas and manager of Ron's Quick Stop. I am writing in support of SAFE/eBLAST Academy's application for a public charter school to be located in McNeil.

My support stems from my believe that the children of our community are not allotted the academic opportunities in which they are entitled. Children of today are leaders of tomorrow and if they do not have as many possible opportunities as we can give them, we will one day be an uneducated world. Children need to have as safe and healthy environment to receive their education as humanly possible. I believe that e BLAST Academy will assist us in giving that to our children.

The parents of our community need to have a choice in where their children receive an education. Right now the only choice in our community is a private Christian school in which at or below poverty level citizens cannot afford to send their children. Therefore, the children of McNeil are lacking a proper education due to financial limitations. EBLAST Academy would offer a great improvement on the education of our community children.

I have been a citizen of McNeil for numerous years and have watched this community drift from a thriving community to being as close to nothing as possible, especially since the consolidation of our school with Stephens School District. Allowing this charter school to come to McNeil will open up opportunities for McNeil to once again become the great small town that I know it can be.

I would also like to mention the fact that we need our children back in our community. As mayoral candidate many citizens have expressed to me the hassles involved in having to bus their children to another county to attend school. The parents struggle to get to and from the school in the event their child or children should become sick or injured. Many of McNeil's citizens do not own a vehicle so they have to beg, borrow and pay for transportation in this event. Having a school back in our community will take away from parents having to search for a ride because they will not have as far to drive to reach their children in an emergency.

Thank you for allowing me the opportunity to express my support of SAFE/eBLAST Academy's charter application and for considering this for

B3

our community.

Sincerely,

*Rhonda R Rawls*

Rhonda R. Rawls  
2010 Mayoral Candidate  
McNeil, Arkansas

R3B

August 12, - To Planned Charter School  
in McNeil, Arkansas.

This is an honor of interest 100%  
that the school will be approved  
for a regional group of students. The  
plans are for the students to enjoy and  
be happy for such an educational plan  
for learning and enjoyment.

I am proud that I am a graduate  
of McNeil High School and very  
interested in this beginning charter  
school endeavor.

Respectfully submitted,  
James R. Stagg



P.O. BOX 340  
MAGNOLIA, AR 71754-0340



To whom it may concern,

I am writing in reference to the proposed charter school eBlast Academy. I want to voice my support for this endeavor as it will give students in Columbia County another educational option. Competition is extremely important in order to ensure that students are receiving the best possible education.

The emphasis in language will do much to help students have a firm foundation of education to excel in today's global economy. I would be glad to talk with anyone about further reasons that I support the organization and establishment of this school.

Thanks,

Jonathan Baird CFP®  
Chief Financial Officer  
Peoples Bank

500 North Jackson Street  
Magnolia, AR 71753  
(870) 234-5777

103 US Hwy 79/82 Bypass  
Magnolia, AR 71753  
(870) 234-8833

1520 North Vine Street  
Magnolia, AR 71753  
(870) 234-9190

107 Walnut Street  
Waldo, AR 71770  
(870) 693-5551

www.peoplesbankmagnolia.com • 24-hour Access: 1-877-234-MyPB

R5

PO Box 130  
McNeil, Arkansas 71752  
Tim Wood – Water & Sewer

## City of McNeil

Mayor Glen Taylor  
[www.mcneil-ar.com](http://www.mcneil-ar.com)

Home of Festival on the Rails  
Office: 870-695-3641  
Office Manager : Nancy Cook

---

City Council: Pam Vaughn, Shirley Hunter, Regina Wood, Akari Alexander and Teddy Reynolds

---

Mrs. Heather Parrish  
South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, AR 71754

Dear Mrs. Parrish:

August 5, 2010

The Mayor and City Council of McNeil would like to officially state our support as individuals, citizens and public servants for a charter school in Columbia County, Arkansas.

The school would offer many of our citizens the opportunity to send their children to a compliant school nearby while simultaneously improving our local school system through needed support; and provide the opportunity for students to advance beyond their historical economic bounds.

Additionally, a local school at McNeil's school facilities uniquely dovetails existing infrastructure with pressing educational needs.

We also believe it will provide our students with a better education that will directly increase the number of students who enter college each year from depressed areas in Columbia and surrounding counties.

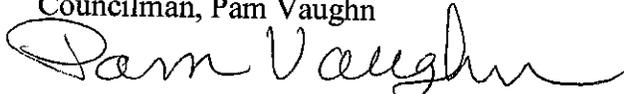
**Equitable education** is a state requirement for all children; and on that basis, without reservation, we strongly support a charter school in McNeil, Arkansas.

On Behalf of,



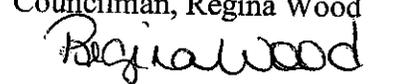
Mayor, Glen Taylor

Councilman, Pam Vaughn



Councilman, Shirley Hunter

Councilman, Regina Wood



Councilman, Akari Alexander

Councilman, Teddy Reynolds

R6

# Columbia County Library

PHONE 870-234-1991

BOX 668

2057 N. JACKSON

FAX 870-234-5077

MAGNOLIA, ARKANSAS 71754-0668

26 August, 2009

State Department of Education  
c/o South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, AR 71754

To Whom It May Concern:

The Columbia County Library is very glad to offer its services to the intended eBLAST Charter School being proposed by the South Arkansas Foundation on Education. We believe that a charter school will encourage local scholarship and raise the standards for educational excellence within our area.

Our library is housed in a brand new 26,000 square foot building where we offer 13 free public computers, wireless internet throughout and a catalogue of over 120,000 items available for checkout. In addition, we offer e-books, movies, magazines, recorded books and even audiobooks on MP3 players. Our website is a rich one, with options including over twenty different digitally available educational and homework-oriented databases via the Arkansas State Library. Students are able to place item specific holds over the internet and recheck their books online. We have two private study rooms, as well as a large and small meeting room that we offer to non-profit organizations. Further, we have professionally degreed staff members with extensive experience in youth and young adult services and programming.

The Southwest Regional Library for the Blind and Physically Handicapped is also located at this facility. Any person with visual difficulties or who is physically challenged may make use of their 65,000+ volumes.

Once again, we welcome the inclusion of the proposed eBLAST Charter School to our community and extend our hand of service to them in partnership. Please call if I may be of further assistance,



Laura J. Cleveland MLIS  
Director  
Columbia County Library and  
Library for the Blind & Physically Handicapped  
2057 N. Jackson St.  
Magnolia, AR 71753  
Telephone 870.234.1991  
lura.cleveland@colcnty.lib.ar.us

INFORMATION FOR ALL

R7

August 12, 2010

To whom it may concern,

You have before you, an opportunity to make a difference in the lives of the youth of a small community in south Arkansas.

McNeil was once a thriving business community however, technology and the trend of businesses have taken a toll on this small town. Many businesses have closed or moved to the larger city. As in all areas, commuting is a way of life, causing parents to be out of the community when their children get home from school. In most cases, this creates a huge void in the monitoring and guidance of these children. The volunteers of SAFE (South Arkansas Foundation on Education) have identified this void and have developed a plan for action. I am excited and give my full support to the challenge set before them.

Other than the void, please allow me to address what I see as major benefits offered by this charter:

1. Year round school – eliminating start-up weeks to review what was covered last year and end of year “mind shut down” of the students. This charter will also create summertime activities to keep these idle minds away from unwanted activities and “street” interest.
2. Longer school days – providing activities to keep students occupied during the time that would normally be unsupervised idle time. The charter will provide the following activities free to the students: fine arts, dance, music, martial arts, gymnastics, sculpture, drama and foreign languages. To my knowledge, foreign languages are not offered during the K-8 grades in any public schools. Due to the diversity of our community, this in itself creates a void in the early development of the children of all communities. It is also the intention of this group to invite the parents to have an active role in some of these activities.
3. NWEA testing of all students followed with individual improvement plans for each child. This plan also includes tutoring and remediation every day if needed.
4. The teachers will receive a minimum of 13 days of professional development, and four days of parent/teacher conference.

It is true that some of these activities are offered by the public schools; however the children from McNeil cannot take advantage of them because many of their families do not have the means to allow our youth to stay for after school activities. These families have no choice but to take advantage of the school provided busing system because of the distance.

It is my opinion, that this charter will ensure a high quality education with an early development in arts and languages. It will ensure that leadership and guidance are available to harness the idle minds of the youth. This charter will encourage a setting where education is also a form of entertainment and family bonding.

Please understand that the direction or path, of these children, is heavily hinged on your approval and support of this charter.

I would like to thank you in advance for your careful consideration of this endeavor.



Trisha L. Childress  
Consultant / Owner  
TLC Telecommunications

# Lewis Funeral Home, Inc.

P.O. Box 38  
Magnolia, AR 71754  
Ph# 870-234-1010  
Fax# 870-234-5503

[www.lewisfuneralhome.biz](http://www.lewisfuneralhome.biz)  
email: [lewisfuneralhome@yahoo.com](mailto:lewisfuneralhome@yahoo.com)

P.O. Box 1007  
Springhill, LA 71075  
Ph# 318-539-1311  
Fax# 318-539-1313

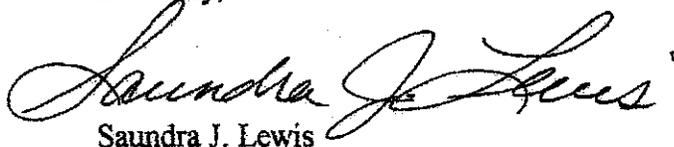
South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, Arkansas 71754

Dear Arkansas Foundation on Education,

This letter is in support for a charter school in Columbia County. I feel as a parent, grandparent, and tax payer, a charter school would have a place in our community. Anytime children have the option of attending a school in their own community it would provide an environment of learning, belonging, and familiarity to their known surroundings.

Alternatives to the traditional public school will create the necessary competition for student enrollment and provide for a better education for all school children in Columbia County.

Sincerely,

  
Sandra J. Lewis

R9

8.20.09

To whomever this concerns  
I support the petition for  
E Blast Charter School in  
McNeil, AR 71552

Stephen Langford  
870-904-5744

R/10

August 13, 2010

To whom it may concern:

As a resident of Columbia County and the community of McNeil, I would like to express my views on the proposed e-BLAST Academy Charter School. In my opinion, this would be a welcome addition to the options currently available to parents of school age children. I taught in the public school system for 15 years and in private education for 3 years. I know that many people are dissatisfied with the quality of education in public schools, and many people cannot afford the cost of private education. Also, I feel that a community is much stronger when a school is located there. McNeil has been without a school for about 5 years, and I believe that this could strengthen the community once again. This would bring students and teachers in from other communities as well. Please consider this request as a vote of confidence for this charter school.

Sincerely,

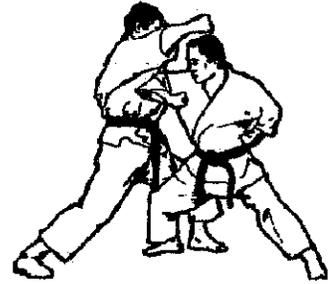
*Kim Glasscock*

Kim Glasscock, business owner

R11

# **Hudgens Martial Arts**

Washington Street  
Magnolia, Arkansas



August 20, 2010

To whom it may concern,

I am a martial arts instructor and we are in support of a public charter school being established here. We would like to see better and bolder options for the children. A charter school will give the people of this area a different and better choice. We certainly believe that martial arts is a discipline that would greatly enhance a child's education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dan Hudgens".

*E. S. Epperson, O.D.  
122 North Court Square  
Magnolia, AR, 71753  
work-(870)234-6241  
fax - (870)234-6241*

*To whom it may concern:*

*I would like to extend my support for the charter school, eBLAST Academy, in McNeil.*

*I believe it would be an asset for the parents in our area to have another option other than the now only public schools available and the private schools which are not affordable for all.*

A handwritten signature in black ink, consisting of the initials 'E.S.' followed by a stylized 'E' and a long horizontal line ending in a small arrowhead.

*E.S. Epperson, O.D.*

211 E Stadium  
Magnolia, AR 71753

(P) 870-234-5995  
(F) 870-234-0278



To Whom It May Concern  
Re: EBLAST Academy

Dear Sirs:

I would like to express my thoughts about the above mentioned school for McNeil. The planned curriculum is just what our kids need to build their minds scholastically and also emotionally, so that they will be capable of achieving their goals in life after graduation. It would also prepare them better to enter college

Please consider accepting this school for the citizens of McNeil.

Sincerely,

Rodney L. Griffin, M.D.

R14

August 27, 2010

State Department of Education  
Four Capital Mall  
Little Rock, AR 72201

Ladies and Gentlemen:

My name is Cledis Stuart and I am the Assistant Dean of Multicultural Affairs and Student Advancement at Southern Arkansas University. I am pleased to offer my support to the eBLAST Academy of McNeil, Arkansas. I think it goes without saying that a school with the mission of better educating underprivileged youths is needed in our area. I have a personal experience with the concept of charter schools, as my children attend the eSTEM Charter School in Little Rock, where my wife is also a teacher. I have noticed how they have been challenged academically and socially to excel beyond what they were encouraged to do within the public schools there.

In my role on campus, I work primarily with students of color in the areas of leadership development, diversity education, and post graduate preparation. I am excited about the possibility to offer my services to the eBLAST Academy as an in-kind gift. I will provide in-service teacher workshops, higher education exposure opportunities to students, and possibly higher education preparatory activities to willing participants. Essentially, my office will be available to eBLAST in whatever capacity it's administration sees fit.

Consequently, it is without hesitation that I offer support to efforts to establish eBLAST Academy in McNeil, Arkansas. The Academy will, undoubtedly, raise the standard of education with the region and perhaps become a benchmark institution for the rest of the state. If you have questions regarding the contributions of the Office of Multicultural Services at Southern Arkansas University to the Academy, please do not hesitate to contact me. Thank you for considering this outstanding proposal.

Respectfully,



Cledis Stuart, M.Ed.

Assistant Dean of Multicultural Affairs and Student Advancement

Dedication

Quality

Service

Innovation



August 13, 2010

**Rental  
Information  
Systems, Inc.**

To Whom It May Concern:

---

PO. Box 1165

1705 E. North Street

Magnolia, AR 71753

---

800.863.7394

(FAX) 870.234.3797

---

We fully endorse the creation of the eBlast Charter School.

Sincerely,

A handwritten signature in cursive script, appearing to read "Larry Burns". The signature is written in black ink and is positioned above the printed name and title.

Larry Burns, President  
Rental Information Systems, Inc.

August 16, 2010

To Whom It May Concern;

I am the owner of Ron's Quick Stop in McNeil, Arkansas, Ronald L. King, Sr. I would like to express to you why I am in support of SAFE/eBLAST Academy's application for a charter school in McNeil.

Being a small business owner in McNeil, I have many opportunities to interact with the children of this community. In my interactions with these children I witness first hand how uneducated they are. Some teenagers do not know how to count money. Many of the children cannot read, even on a lower level. I believe that eBLAST Academy's academic intentions would help improve this in our children. Children need to have teachers and education personnel who are dedicated to teaching not just holding a prominent job. EBLAST Academy in my belief will be dedicated to finding and hiring teachers and personnel who enjoy teaching, who strive to educate our children, and those who will ensure that all children learn. EBLAST Academy will insist that all children learn at their academic level and that all children achieve academic excellence no matter the time frame it takes.

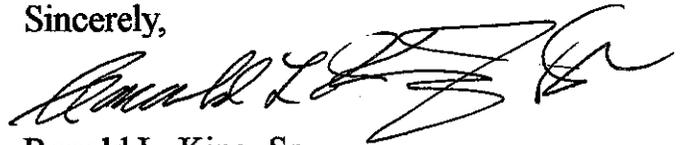
I also support the longer school days and year round school idea. There are too many children who raise themselves because they come from single parent homes. Longer school days means less children home alone or out getting into mischief. I believe that if we implement longer school days our juvenile crime rate may drop. Year round school, I believe, will cut down on teachers having to reteach what the children learned in previous school year, therefore allowing more time for children to progress to the appropriate learning level. If teachers are allowed more time to teach new ideas and lessons, then the more advanced academically our children will be.

Children today are not receiving a proper education that our Constitution promises to them. EBLAST Academy, in my opinion, will offer a safe, healthy, and enjoyable educational experience to all children of this area. Education is the key to success and the children of this community are not allowed that. McNeil and surrounding areas are in great need of this charter school because area schools are lacking academically.

Thank you for allowing me to voice my opinion and support of SAFE/eBLAST Academy's charter school application.

R18

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald L. King, Sr.", with a stylized flourish at the end.

Ronald L. King, Sr.  
Owner Ron's Quick Stop  
McNeil, Arkansas

R186



# Calvin L. Knighton, Sheriff

Columbia County

P.O. Box 576

Magnolia, Arkansas 71754-0576



• Business (870) 235-3740 • Phone (870) 234-5331 • Fax (870) 235-3743 •

April 27, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, AR 71754-1072

Dear Arkansas Foundation on Education,

I would like to show my support for a charter school in Columbia County. I feel that a charter school would offer many of our citizens the opportunity to send their children to a local school rather than "shipping" them to another town thirty miles away. A local school would help to bring the community together and would provide an atmosphere of learning and belonging in the children's own environment.

A charter school in Columbia County would create the necessary competition for student enrollment and provide for a better education for all school children. A charter school would provide the opportunity for students to advance beyond normal bounds. I believe that it would provide a better education for the students because of the smaller classroom size and therefore more one on one instruction from the teacher. This will increase the number of students that will pursue a college education and become productive members of our community.

Sincerely,

Kevin Booth, M.Ed.  
Lieutenant  
Criminal Investigation Division

Commissioner  
Arkansas Child Abuse, Rape and Domestic Violence Commission

R19

# AYDANI'S NURSERIES II

1371 Columbia Road 13

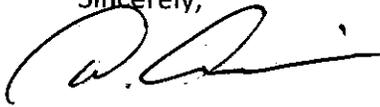
McNeil, AR 71752

August 20, 2010

To whom it may concern,

As a business in the McNeil area, we are in support of a public charter school being established here. We would like to see better and bolder options for the children. A charter school will give the people of this area a different and better choice.

Sincerely,



DAWOOD Aydani

R20

August 17, 2010

To whom it may concern,

This is a letter in support of South Arkansas Foundation on Education and their endeavor to create a public charter school in this area. I believe that the children in our area deserve a choice for a better education just like many other cities in Arkansas are getting. The application for eBLAST Academy is full of great opportunities for our children. The vast array of fine arts, foreign languages and the educational curriculum that is proposed will certainly enhance the students education, added with parent—student—teacher involvement can only be viewed as a great chance for our area to advance. South Arkansas should be given the occasion to participate in the charter school program and this area is in great need of such a program.

Sincerely,

Danny & Ashley Bethany

*Danny Bethany*  
*Ashley Bethany*

R21

# Ace Windshield and Trim Shop

1282 California Ave.

Camden, Arkansas

870-836-7775



August 19, 2010

To whom it may concern,

I am writing this letter in support of South Arkansas Foundation on Education and their endeavor to create a public charter school in this area. I believe that the children in our area deserve a choice for a better education just like many other cities in Arkansas are getting. The application for eBLAST Academy is full of great opportunities for our children. The vast array of fine arts, foreign languages and the educational curriculum that is proposed will certainly enhance the students education, added with parent—student—teacher involvement can only be viewed as a great chance for our area to advance. South Arkansas should be given the occasion to participate in the charter school program and this area is in great need of such a program.

Sincerely,

*Garry Widener*

R22

***J & R Ventures of Magnolia***  
***P.O. Box 190***  
***Magnolia, AR 71754 - 0190***

April 20, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, Arkansas 71754

Dear SAFE and eBLAST Academy,

This letter is in support of your efforts to establish a Charter school in Columbia County. As a local business owner I see the need for a viable choice of schools for our local children to attend. I fully support your endeavors and will offer my help to your efforts.

I have studied your proposition and realize that the alternative you offer gives a choice for competition with local public and private schools without the tuition costs.

Sincerely,

*Renee Eads*

Renee Eads

SAFE and eBLAST Academy

P.O. Box 1072

Magnolia, AR 71754

Dear Members of SAFE,

This letter is to inform you of my wholehearted support of a public charter school being established in McNeil , Arkansas. I believe that opening a charter school will be a tremendous asset to the city and the taxpaying citizens of the area. As a businessman in Columbia County, It is my opinion that the children in our area need an educational system such as this, and that the parents desire one to be started for their children. I hope that the plans will continue as they are and that many more people will join in to help in this endeavor.

Sincerely yours,



David Pyle

R24

# JUSCO.

97 Hwy 79 Suite H  
Magnolia, AR 71753

August 12, 2010

**South Arkansas Foundation on Education:**

**Dear SAFE and ADE,**

**As a business owner I understand the need of a strong school system. Please accept this as a letter of support for your educational promotions and endeavors in the Columbia County area, namely McNeil. The vision SAFE has brought forth through the charter school will help children with the strong plan, empowering curriculum, and extended possibilities available. A strong school system like the one proposed by eBLAST Academy will help the children and families of the town of McNeil and the businesses as well.**

**Sincerely,**



**Justin Parrish**

R25



Home Of the  
Columbia County Hayride

\*\* 406 West Union, Magnolia, AR, 71753 870-234-7790 \*\*

August 25, 2010

South Arkansas Foundation on Education  
306 Walnut  
McNeil, AR 71752

Dear SAFE,

KZHE 100.5 FM would again like to extend our letter of support to your organization in the efforts to establish a charter school in Columbia County. The excellence in education offered, and high standards expected by the eBLAST Academy will be a great asset to our community and to the students you will serve. We are excited to hear about the programs to be offered in each area of your curriculum especially your fine arts program. The enrichment possibilities will be endless for the students of the eBLAST Academy.

We are happy to assist in advertisement needs as they may arise, and look forward to seeing great things from the eBLAST Academy.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dave Schon".

Dave Schon  
Station Manager

## **OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

The signature of the President of the 501 (c) (3) Board of Directors of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

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 funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
Signature of President of the 501 (c) (3) Board  
of the Proposed Charter

Date: 8/16/10

James Welch  
Print or type name

## LEASE AGREEMENT

This Agreement, made this twenty ninth day of July, 2010, between SAFE (South Arkansas Foundation on Education), whose address is 306 Walnut, McNeil Arkansas (the Lessor) and eBLAST Academy, whose address is 306 Walnut, McNeil, AR, (the Lessee)

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Columbia County, Arkansas:

### (DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on July 1, 2011, and shall extend for a term of 5 years, ending at midnight on June 30, 2016.

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$480,00.00, payable in 60 equal [monthly] installments of \$8,000.00 each, to be paid in advance on the first day of July, 2011, and on the first day of each and every [month] thereafter during the term of this lease. eBLAST has the option to renew this contract at the end of the contracted period in 2016 at a reasonable rate.

4. Signs. Lessee may erect or install any exterior signs or advertising of any kind without the written consent of Lessor. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenable condition. Any damage caused by the lessee is the responsibility of the Lessee and not the Lessor. If Lessee is deprived of the use of [a substantial portion] [more than 20% percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted. Lessee agrees at all times at its own expense to maintain the Premises in a safe, neat, clean and sanitary condition, and in compliance with all applicable governmental laws, codes, orders, rules, regulations and requirements and all insurance regulations. Lessee agrees that it shall be solely responsible to provide at its sale cost and expense all customary, daily janitorial/custodial services and security services, if Lessee desires any security in addition to the alarm, at the Premises, including any

driveways or parking areas used for the drop-off and pick-up of students, during school days and during school hours, including before and after school when students and/or school personnel are present at the Premises.

7. Taxes. eBLAST shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year. The Premises as used exclusively for public charter school purposes may be exempted from the payment of Real Estate Taxes as may be assessed or levied pursuant to state and/or local law. Lessor shall, promptly after execution of this Lease, file an application with the appropriate governmental authority to obtain such exemption and, in the event that Lessor shall fail to make such application in a timely manner Lessee shall only be liable for such Real Estate Taxes as would be owed under such valid partial or complete exemption as would have been granted if timely application had been made. Lessor shall, before filing the application, give Lessee a copy and the opportunity to review the application for completeness and content, provided that such review does not interfere with timely filing. Lessee agrees to promptly cooperate with Lessor in connection with the application and any hearings or other process seeking such exemption. In the event that the application for exemption is denied, in whole or in part, Lessor shall use its best efforts to appeal from such denial. The costs of such appeal, including attorneys' fees, shall be shared equally by Lessor and Lessee. Notwithstanding the foregoing, in the event the Premises is not deemed fully exempt from the payment of Real Estate Taxes, Lessee covenants and agrees to pay Real Estate Taxes levied against the Premises in accordance with the terms and provisions set forth below.

(i). For purposes of this Lease, "Real Estate Taxes" shall mean all taxes, rates and assessments, general and special and including also any increases in tax rate and/or in assessed valuation, which are now or at any time(s) hereafter levied, assessed or imposed with respect to the Premises, or measured by the gross rentals payable under this Lease; and including without limitation real estate taxes, all personal property taxes applicable to the Premises, and assessments of any and every kind and nature whatsoever, and all unincorporated and other business license and/or franchise taxes, and any levies which may at any time be imposed and/or collected by any governmental, quasi-governmental or corporate entity. Real Estate Taxes shall also include all of costs (including, without limitation, attorneys' fees) incurred by Lessor to sustain an existing exemption or assessment, reduce a proposed increase in assessment or (with the exception in an attempt to obtain an exemption. If the system of real estate taxation shall be altered or varied and any new tax or levy shall be levied or imposed on the Premises and/or on any other elements thereof and/or on Lessor, in addition to or in substitution for real estate taxes and/or personal property taxes levied on immovables including without limitation taxes on rents, then in any such event any such new tax or levy shall be included as "Real Estate Taxes" for purposes of this Lease.

8. Use. eBLAST agrees to use the leased premises for the purpose of operating eBLAST Academy and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to the entity SAFE. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at 306 Walnut, McNeil, AR. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relent the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as

set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken. All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on building. eBLAST shall maintain, at their expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of the building and any improvements erected upon the leased premises used by eBLAST. A certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. eBLAST shall reimburse Lessor for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessor is required to pay such premiums.

17. Insurance on Lessee's Property. eBLAST shall be solely responsible for maintaining insurance on its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. eBLAST shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than a reasonable per person, per accident, and for property damage amount. The policy representing such insurance shall name Lessor, her successor, and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, her successors, or her heirs, or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time. Lessee further covenants and agrees to pay to Lessor as Additional Rent during the Term and during any holdover term, the Operating Expenses and (if applicable) Real Estate Taxes in accordance with the terms and provisions set forth below. "Operating Expenses" shall mean any and all expenses incurred by Lessor in connection with the management, operation, maintenance and repair of the Premises, including but not limited to: insurance; utilities; water and sewer charges; casualty and liability insurance; repairs and maintenance; management fees; snow removal; cleaning; repair and maintenance of grounds; service or management contracts; general

overhead; administrative expenses; landscaping expenses; and the cost of capital improvements made to the Premises which are (a) required under any governmental law or regulation that was not required of the Premises at the time this Lease is executed or (b) installed to improve the operating efficiency of any system within the Premises with the good faith intent to reduce Operating Expenses (the said items described in (a) and (b) being defined herein as "Permitted Capital Improvements"), provided that such Capital Improvements shall be amortized over their useful lives as reasonably determined by Lessor.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, or additions from State funding unless the Lessor and Lessee provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning

any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

34. USE OF PREMISES. Lessee covenants and agrees to use the Premises only for the operation of a public charter school, including grades Kindergarten through 12, related administrative uses, and before and after school care ("Permitted Use"), and for no other purpose whatsoever. It is expressly recognized that adult activities shall not be conducted during normal school hours at the Premises other than customary parent-teacher conferences, and typical parent-teacher association or board meetings and other school-related parent participation activities. It is

expressly recognized that operation of a school may include sports, dances, concerts, and other special events. Throughout the Term, Lessee shall maintain and renew its charter, and, as requested by Lessor from time to time, shall provide Lessor with written evidence, in form and content reasonably satisfactory to the Lessor, that the Lessee's charter to operate its public charter school remains in full force and effect and that the Lessee continues to be in compliance with all applicable laws and requirements of each authority relating to the ownership, funding and operation of charter schools generally and the Lessee's charter school specifically. Lessee further covenants and agrees that it will perform and comply with all applicable laws, regulations, terms, conditions and agreements necessary to maintain the Lessee's charter school status, and the Lessee's continued eligibility to receive all public funding for which it, as a public charter school in good standing, is entitled. Lessee further covenants and agrees not to perform any act or enter into any agreement that (i) shall cause any revocation or adverse modification of or otherwise jeopardize the Lessee's charter to operate a public charter school; (ii) shall adversely affect the funding and operation of the Lessee as a charter school in accordance with all laws, regulations and requirement applicable thereto; (iii) would threaten or not permit the Lessee to continue to receive public funding; or (iv) would or could result in the curtailment of or ban on student enrollment and/or participation in the Lessee's school programs. In addition, Lessee shall not perform any act or enter into any agreement that shall cause the revocation, or any adverse modification of its status as an organization described in Section 501 (c)(3) of the Internal Revenue Code, or carry on or permit to be carried on any trade or business the conduct of which is not substantially related to the exercise or performance by the Lessee of the purposes or functions constituting the basis for its exemption under Section 501(c)(3) of the Internal Revenue Code if such trade or business would result in the loss of the Lessee's exempt status under Section 501 (c)(3) of the Internal Revenue Code.

35. ALTERATIONS, IMPROVEMENTS AND FIXTURES: Lessee shall neither make nor allow any alterations, additions or improvements to the Premises or any part thereof that will or may affect the structure, the mechanical, electrical, plumbing or HV AC systems, without the prior written consent of Lessor which consent may be granted or withheld in Lessor's sole discretion, but which consent shall not be unreasonably withheld, delayed or conditioned. Lessee shall not make or allow any other kind of alterations, additions or improvements to the Premises or any part thereof without the prior written consent of Lessor, which consent shall not be unreasonably withheld. All of such alterations, additions or improvements, structural or otherwise, must conform to all requirements of any and all applicable laws, codes and regulations, including any municipal laws or local ordinances. Notwithstanding anything in this Section 7 to the contrary, Lessee may make decorative, nonstructural alterations typically installed in other schools which in the aggregate during the Term do not exceed Ten Thousand Dollars (\$10,000.00) without obtaining Lessor's prior written consent but with prior advance notice to Lessor. Lessor may impose as a condition to such consent such requirements as Lessor in its reasonable discretion may deem necessary or desirable, including without limitation, the right to approve the plans and specifications for any work and the right to impose requirements as to the manner in which or the time or times at which work may be performed. Lessor shall also have the right to approve the contractor or contractors who shall perform any alterations, repairs, additions or improvements in, to or about the Premises and to post notices of non-responsibility and similar notices, as appropriate. Each party shall keep the Premises and the Property free from any liens arising out of any work performed on, or materials furnished to, the Premises, or arising from any other obligation incurred by the party. In no event shall one party

be deemed to be the agent of the other party and no contractor of either party shall by virtue of its contract be entitled to assert any mechanic's lien against the Building or land appurtenant thereto. If any mechanic's or material lien is filed against the Premises or the Property, for work claimed to have been done for or materials claimed to have been furnished to either party, such lien shall be discharged by the party against whom it was filed within twenty (20) days thereafter, at the party's sole cost and expense, by the payment thereof or by filing any bond required by law. If the party shall fail to discharge any such mechanic's or material lien, the party shall automatically be in default and the other party may, at its option, discharge or adjust the next installment of rent as appropriate; it being expressly covenanted and agreed that such discharge by one party shall not be deemed to waive or release the default of the other party in not discharging the same. Each party shall indemnify and hold harmless the other party, the Property and the Premises, from all expenses, liens, claims, actions or damages to person or property in connection with any such lien or the performance of such work or the furnishing of such materials. Each party shall be obligated to, and each party reserves the right to, post and maintain on the Premises at any time.

South Arkansas Foundation on Education  
306 Walnut  
McNeil, AR 71752

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this

29 day of July 2010.

SAFE, Jane White Lessor  
COO, Carl Bailey Lessee

August, 27, 2010

Dear Superintendent,

As required by law, we are sending you a copy of the official application for a charter school to be located in McNeil, Arkansas.

Sincerely,

7010 1060 0001 6653 8152

7010 1060 0001 6653 8145

7010 1060 0001 6653 8138

Sent to: *Mesquite School Superintendent*  
 Street, Apt. No. or PO Box No. *PO Box 649*  
 City, State, ZIP+4 *Mc Neil AR 71754*

PS Form 3800 August 2006 See Reverse for Instructions

Postage	\$4.90
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$7.70

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McNEIL AR 71754

Sent to: *Smackover School Supt*  
 Street, Apt. No. or PO Box No. *112 E. 8th St*  
 City, State, ZIP+4 *Smackover AR 71762*

PS Form 3800 August 2006 See Reverse for Instructions

Postage	\$4.90
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$7.70

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McNEIL AR 71754

Sent to: *Nevada School Superintendent*  
 Street, Apt. No. or PO Box No. *6589 U.S. Hwy 27E*  
 City, State, ZIP+4 *Posol AR 71858*

PS Form 3800 August 2006 See Reverse for Instructions

Postage	\$4.90
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$7.70

7010 1060 0001 6653 8149

7010 1060 0001 6653 8155

Sent to: *Candace School Superintendent*  
 Street, Apt. No. or PO Box No. *625 Clark St*  
 City, State, ZIP+4 *Posol AR 71701*

PS Form 3800 August 2006 See Reverse for Instructions

Postage	\$4.90
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$7.70

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McNEIL AR 71754

Sent to: *Stephens School Supt*  
 Street, Apt. No. or PO Box No. *315 Clark St*  
 City, State, ZIP+4 *Stephens AR 71764*

PS Form 3800 August 2006 See Reverse for Instructions

Postage	\$4.90
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$0.00
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$7.70

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McNEIL AR 71754

Sent to: *Stephens AR 71764*

