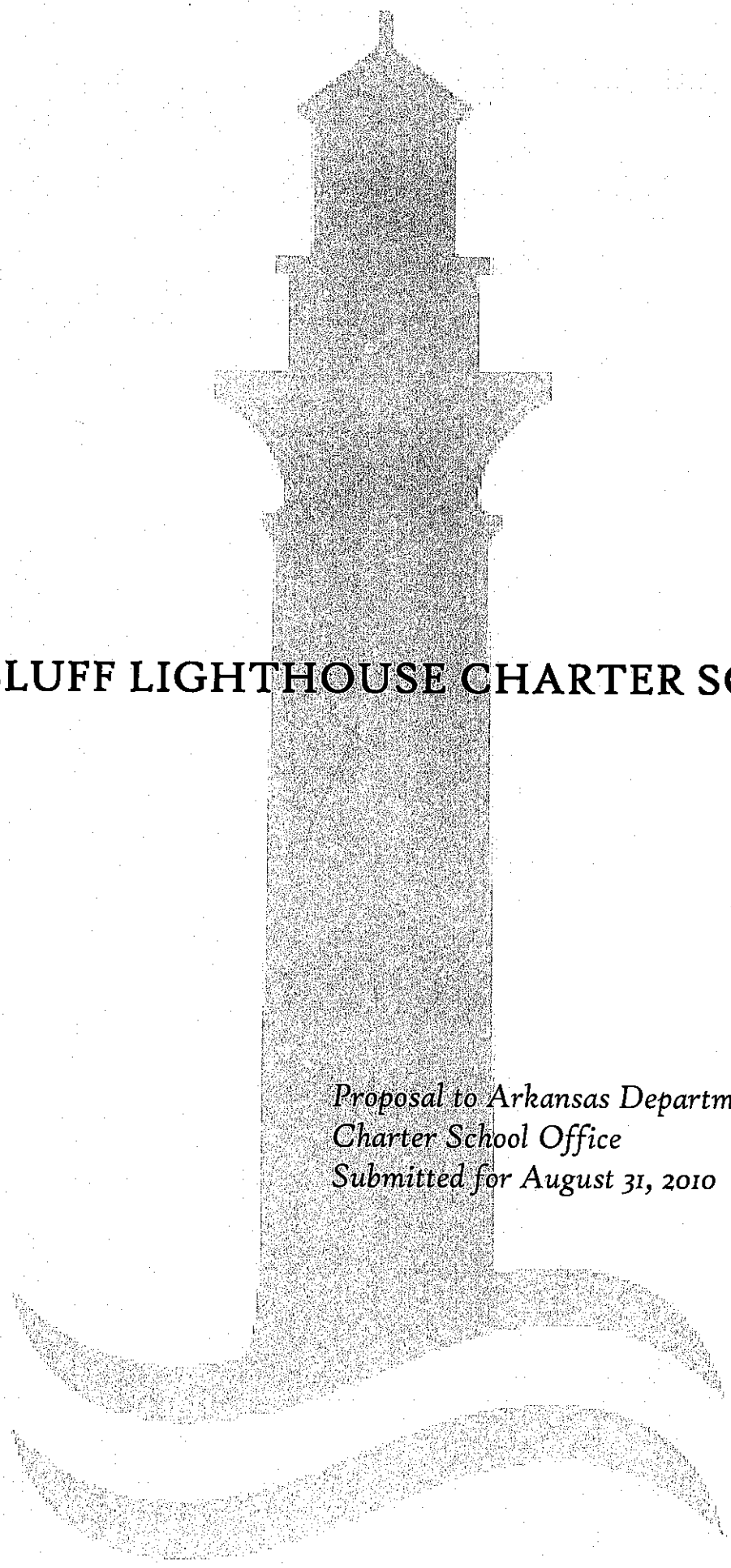

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Proposal to Arkansas Department of Education
Charter School Office
Submitted for August 31, 2010

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A. GENERAL INFORMATION

Name of Proposed Charter School: Pine Bluff Lighthouse Charter School

Grade Level(s) for the School/Student Enrollment cap: K-12 with a total cap of 650 students

Name of Sponsoring Entity: Lighthouse Academies of Pine Bluff Arkansas, Inc.

The applicant is an "eligible entity" under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- **x** an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Dr. Phillis Nichols-Anderson

Address (no P.O. Box please):: 251 North First Street City: Jacksonville Zip: 72076

Daytime Phone Number: (501) 985-1200 FAX: 501-985-1201
E-mail: pnicholsanderson@lighthouse-academies.org
Charter Site Address: To Be Determined City: Pine Bluff
ZIP: 71601 Date of Proposed Opening: 8/17/10
Chief Operating Officer of Proposed Charter: Dr. Phillis Nichols-Anderson
Title: Vice President Southern Region Lighthouse Academies of Arkansas
Address: 251 North First Street City: Jacksonville
ZIP Code: 72076 Daytime Telephone Number: 501-985-1200

The proposed charter will be located in the Pine Bluff School District.

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

Name: Dr. RJ Lightsey, Position: Chairman, Profession: CEO Higher Ground Marketing Group, State of Residence: AR
Name: Nikki Gordan, Position: Secretary, Profession: Parent, State of Residence: AR
Name: Karen Johnson, Position: Board Member, Profession: Trainer, State of Residence: AR

Name Clarence Davis, Position: Board Member, Profession: Pastor, State of Residence: AR
Name: Dr. Robert Anderson, Position: Treasurer, Profession: Educator, State of Residence: AR
Name: Dr. Phillis Anderson, Position: Board Member, Profession: Vice President, Southern Region, Lighthouse Academies Inc., Profession: School Administrator, State of Residence: AR
Name: Scott Wiley, Position: Board Member, Profession: Manufacturing, State of Residence: AR
Name: Michael Ronan, Position: CEO of Lighthouse Academies, Inc., State of Residence: MA
Name: Chris Bell, Position: President Complete Consulting, State of Residence: AR
Name: Joel Scharfer, Position: CEO Charter Facilities Management, State of Residence: MD
Name: Regan Kelly, Position: Vice President, Organizational Development, Lighthouse Academies, Inc., State of Residence: VA
Name: Lisa Clay, Position: Community Development Associate, Lighthouse Academies, Inc., State of Residence: MA

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

The proposed charter will be located in the Pine Bluff District. Total enrollment for this district is 4,961.

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

We expect most students to come from the three school districts in Pine Bluff: Pine Bluff, Dollarway, and Watson Chapel. The total enrollment of these three districts is **9,828** students. The additional contiguous school districts are Carlisle, Cleveland County, DeWitt, Dumas, England, Pulaski County Special, Sheridan, Star City, White Hall, and Woodlawn. As an open enrollment school students may attend from any of these districts. The total enrollment of these additional districts is 32,305. Total enrollment of the whole area is 42,133[1]

[1] Enrollment data from Arkansas Department of Education web site.

B. GENERAL DESCRIPTION

Pine Bluff Lighthouse Charter School (PBLCS) will open in August 17, 2011, with 219 students enrolled in grades K-4. The proposed open enrollment charter school will be located in Pine Bluff, Arkansas. The school will primarily serve students in Pine Bluff, Dollarway, and Watson Chapel school districts, but any student eligible to attend public school in Arkansas may enroll. PBLCS will join the Lighthouse Academies (LHA) network of schools and its Lighthouse Academies of Arkansas sister school, Jacksonville Lighthouse Charter School (JLCS). LHA is a national non-profit charter school organization. It is dedicated to creating new, high quality public school choices for families.

The school will reflect the following educational focus and essential characteristics:

College Focus
The school will prepare students for success in college. Beginning as early as Kindergarten, students learn about colleges and strive to build the skills and knowledge necessary to get them there.

Arts Infusion
Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. At PBLCS, we will infuse art activities and techniques into the teaching of all of our core subjects. Every day, art will be an integral part of the teaching and learning processes.

Standards-Driven, Rigorous Research-Based Program
The LHA Education model is anchored in grade level mastery objectives and state standards which define what the students should know and be able to do at each particular grade level. High quality research based curricular programs, including Open Court Reading®, Saxon Math®, FOSS®, and Pearson Core Knowledge®, provide the foundation for instruction and enable students to meet LHA learning standards.

More Time on Instruction
To ensure that every child masters the work necessary to prepare them for college, PBLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours).

Assessment to Drive Instruction
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, 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. We invest significant time both before and during the school year to provide intensive professional development

opportunities for all staff members, including a minimum of one hundred and sixty hours (160) hours of professional development each year.

Social Curriculum and SHINE

LHA believes the social curriculum is as important as the academic curriculum and that there are a set of qualities (social skills and character traits) that all children need in order to be successful. These qualities are included in our SHINE Character Education Program: Self-Discipline, Humility, Intelligence, Nobility and Excellence (SHINE).

D. REQUIRED INFORMATION (60 page max)

1. Results of Public Hearing

The public hearing was held on August 9, 2010 from 6:00 to 7:30 P.M at the Donald Reynolds Community Center. There were approximately 35 people in attendance. The meeting was presided over by Dr. R.J. Lightsey, Board Chairman and included a presentation on the Lighthouse school model by the Lighthouse national and regional leadership and the school leadership team from Jacksonville Lighthouse Charter School. The presentation focused on the Lighthouse Academies school model and included 45 minutes for a question and answer session. The questions during this time included a request for more information about arts infusion, funding for the school, parent participation, and the school's proposed location. At the conclusion of the question and answer session, Dr. Lightsey asked the audience if they felt more information was needed to make a decision regarding their support of the proposed school. No further information was requested and over 90% of those in attendance signed the petition in favor of opening the Pine Bluff Lighthouse Charter School (PBLCS). No one present spoke in opposition to the proposed school.

Supporting evidence collected at this hearing, including a sign-up sheet, is included in **Attachment 7** (Required).

2. Documentation related to Public Hearing

A. The notice of the public hearing was published in the Arkansas Democrat Gazette on July 19, July 26 and August 2 in the Arkansas news section. The notice also appeared in the Pine Bluff Commercial on July 25 and August 1. See **Attachment 1A** for ad copy and invoices reflecting publication dates.

B. This notice was published in 12 point font. The ad was 3 ¾″ by 4″. See **Attachment 1A** for ad copy.

C. The last publication date of the ad was August 2, 2010, seven days before the hearing was held on Monday, August 9, 2010.

D. Letters announcing the hearing were mailed to all superintendents from districts from which PBLCS may draw students, including all contiguous districts. See **Attachment 1B** for sample letter and certified mail receipts.

3. Governance Structure

Composition of the Board of Directors and Selection of Members
The school will be governed by a Board of Directors. Founding Board members were selected from interested citizens in the Pine Bluff area. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finance, fundraising and school operations.

Dr. R. J. Lightsey II is President and CEO of Higher Ground Marketing Group, and Complex Chaplain for Tyson Foods, all in Pine Bluff, Arkansas. He was born in Albany, GA and raised in Pittsburgh, PA. Dr Lightsey is heavily involved in community volunteerism. He holds a B.A. in English from Edinboro University of Pennsylvania and earned Master of Divinity and Doctor of Divinity Degrees from Christian Bible College and Seminary. Dr. Lightsey has been in active ministry for 22 years. Dr. Lightsey is the Founder and Senior Pastor of the Jubilee Christian Center. Dr. Lightsey serves as Chairman of the Board.

Karen Johnson serves as a member of the Human Resource staff at Tyson Foods. Ms. Johnson orients the new hires for production. She was born and raised in Grady, Arkansas. Ms. Johnson is an active member of the March of Dimes and the United Way. Ms. Johnson holds a B.S. in Child and Family Development from the University of Pine Bluff Arkansas.

Nikki Pepino Gordan, parent of school age children, serves as Board Secretary. She was born and raised in Davao City, Philippines. She started her career as an Orthopedic Physical Therapist in the Philippines after graduating from Davao Doctors College. She has been a Physical Therapist for ten years. During her time as a therapist, she also served as an Emergency Medical Technician/Paramedic for the first 911 Emergency System established in Asia. Ms. Gordan also worked as a part time instructor for the Red Cross for four years. She and her family reside in Pine Bluff, Arkansas.

Dr. Robert Anderson is the Executive Director of Delta Family Resource Center in Pine Bluff. He serves as an educational consultant and provides several school districts with professional development. He has been a teacher, principal and central office administrator. Dr. Anderson serves as Board Treasurer.

Joy Blankenship is the Executive Director for The Main Effort, Pine Bluff Downtown Development Inc., and Arkansas' Land of Legends Travel Association. Ms. Blankenship is also Vice President of the Greater Pine Bluff Chamber of Commerce. She holds a B.A. in English from the University of Arkansas.

Dr. Nichols.Anderson has been an educator since 1986. Dr. Nichols.Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications teacher for over a decade. Dr. Nichols.Anderson also served as a middle and high school administrator in the Little Rock School District, District of Columbia Public Schools, in Washington, D.C., Prince George's County Public Schools in Maryland and most recently in the Pulaski County Special School District. She has also taught as an adjunct professor at Philander Smith College in Little Rock, AR. Dr. Anderson is Vice President for the Southern Region for Lighthouse Academies, Inc.

Clarence Davis is a business owner in the Pine Bluff area. Mr. Davis taught in the Head Start program for ten years and received a (CDA) Child Development Certificate in 1984. He also serves as Life Group Pastor for Family Church in Jefferson County in the state of Arkansas. Mr. Davis has been a minister for 26 years and holds a BS degree in Theology.

Scott Wiley is employed at Evergreen Packaging in Pine Bluff, Arkansas. He volunteers at HDRS, a drug and alcohol center in Pine Bluff.

A parent representative will be added to the Board of Directors.

Responsibilities of the Board of Directors

The Board of Directors is a group of volunteers who have legally established themselves as an organization for the purpose of creating and operating a charter school. The Board of Directors is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate governing authority over the operation of the school.

Governance

The Board of Directors exercises its responsibility and authority over school operations through the function of "governance" – the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

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

Shared Authority

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. LHA is a growing network of public charter schools. Each school contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles. A summary of each party's responsibilities is below.

Board of Directors

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

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

- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- Contracts: The Board, in consultation with LHA, approves all major contracts.
- Consultant Support: 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.

Lighthouse Academies

LHA is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any LHA school depends on a true partnership between the Board and LHA. In this partnership, LHA works closely with both the Board and the principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- Principal Recruitment: LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate.
- Staff: LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- Curriculum: LHA provides the school with the Lighthouse Academies Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- Manuals and Handbooks: LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook.
- Evaluation & Assessment: LHA creates an accountability plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.
- Operations Assistance and Oversight: LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- Administrative Support: LHA provides administrative support including purchasing, financial management and human resources services.
- Budget: LHA develops the annual school budget with the principal for approval by the Board.
- Professional Development: LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- Marketing: LHA develops an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

Required Attributes of Directors

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the 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 LHA and the school leadership, to successfully meet the challenges that the school will face.

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

Meetings of the Board of Directors

Meetings of the Board shall be open to the school community and the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings.

Any person may speak at an open meeting of the Board. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Directors. Each Director shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting. If such a document is delivered to the Secretary in a language other than English, the Secretary shall arrange for its translation within a reasonable amount of time.

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

Role of Administrators and Others

The Principal will function as the school's instructional leader, freed up from much of the bureaucratic and financial "legwork" of running a school due to the partnership with LHA. This role will set the tone for the entire school.

The principal is also responsible for the day-to-day management of the school, and reports directly to the Board of Directors. The principal will deal with employee issues and advise and make recommendations to the Board concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the Board and staff to determine a budget that will provide the greatest benefit for the students. The principal will meet with and counsel parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the Board.

The Director of Instruction (DOI) will be responsible for leading professional development and teacher development. Working closely with the principal to develop the vision and plan for professional development, the DOI will lead the day-to-day implementation of ongoing, on-site professional development activities. This person will spend the majority of his or her day in classrooms, meeting with teachers to discuss classroom data and giving feedback on how to improve the delivery of instruction. By focusing on in-classroom activities and feedback, the DOI will create and develop a rigorous and engaging teaching staff. The DOI will encourage, observe, and coach teachers. The DOI, as a key member of the school leadership team, reinforces the tone set by the principal and the focus on instruction.

Teachers and parents can always speak to the principal and DOI about leadership, curriculum, professional development, or other operational decisions. The principal will have the final say about the management of the school, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school – students, parents, and teachers alike. The principal and DOI 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.

4. Mission Statement

PBLCS will prepare students for college through a rigorous arts-infused program.

Our vision is that all students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and lifelong learning.

5. Educational Need

Typically, students who enroll in LHA charter schools are two to three years behind academically, and some have had poor school attendance records. The LHA model is designed to help these students catch up and reach proficiency level, at the very least, by the end of grade 8. During this time, the students become "Lighthouse Scholars" who are prepared for success in our rigorous high school program (the LHA College Prep Academy) that, in turn, prepares them for success in college.

In the January 14, 2010 edition of Education Week, Arkansas ranked 47th out of the 52 states on a "Chance For Success Index". The index takes into account early childhood education, K-12 education preparation, adult educational attainment and workforce outcomes. Three key differentiating factors are: high school graduation rates, enrollment in post secondary education, and post secondary degrees.

A February 2010 report from the United States Census Bureau including these highlights[2]:

1. In 1999, average annual earnings ranged from $18,900 for high school dropouts to $25,900 for high school graduates, $45,400 for college graduates and $99,300 for the holders of professional degrees (medical doctors, dentists, veterinarians and lawyers).
2. Over a work life, earnings for a worker with a bachelor's degree compared with one who had just a high school diploma increase by about $1 million for non-Hispanic Whites and about $700,000 for African Americans, Asians and Pacific Islanders, and Hispanics.
3. Currently, almost 9-in-10 (90%) young adults graduate from high school, and about 6-in-10 (60%) high school seniors go on to college the following year.

The area where we propose to open PBLCS includes three school systems where key indicators show that the "chance for success" indicators are very low. [3]

Dollarway School District

- Grade 3 Math - 37% basic or below on the 2010 AR State Benchmark Exams
- Grade 3 Literacy - 54 % basic or below on the 2010 AR State Benchmark Exams
- Grade 9 - 88% of the students scored basic or below on the spring 2010 Algebra End of Course exam.
- Only 76% of the high school students took the ACT according to the last published report. The remediation rate was 90.7% in the last published report.
- High school dropout rate in 2010 was 35%. The annual dropout rate increased from 6% in 2006-2007 to 9% in 2008-2009.

Pine Bluff School District on the 2010 state benchmark exams:

- Grade 3 Math - 54% basic or below on the 2010 AR State Benchmark Exams
- Grade 3 Literacy - 98% basic or below on the 2010 AR State Benchmark Exams

[2] The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings

[3] School district statistical data is from the Arkansas Department of Education web site.

- Grade 9 - 46% of the students tested basic or below on the spring 2010 Algebra End of Course exam.
- The high school graduation rate dropped 6% points from 2006-2007 to 2008-2009.
- Only 37% of the high school students took the ACT according to the last published report.
- The remediation rate was 74.7% in the last published report.
- High school dropout rate in 2010 was 30%. The annual dropout rate increased from 4.3% in 2006-2007 to 7% in 2008-2009.

Watson Chapel

- Grade 3 Math - 24% basic or below on the 2010 AR State Benchmark Exams
- Grade 3 Literacy – 40 % basic or below on the 2010 AR State Benchmark Exams
- Grade 9 – 68% of the students tested basic or below on the spring 2010 Algebra End of Course exam.
- The high school graduation rate dropped 6% points from 2006-2007 to 2008-2009.
- Only 34 % of the high school students took the ACT according to the last published report.
- The remediation rate was 63.3% in the last published report.
- High school dropout rate in 2010 was 24%.

Table 1 summarizes the key college readiness indicators for these three districts.

Table 1
College Readiness Indicators

District	Of Every 100 Students Entering High School	Drop Outs	Students Graduating from High School	% Requiring Remediation	Number Prepared for College	% Prepared for College
Dollarway	100	35	65	91%	6	6%
Pine Bluff	100	30	70	75%	18	18%
Watson Chapel	100	25	75	63%	28	28%

Pine Bluff Lighthouse Charter School will offer a high quality public school choice where today there is none.

6. Educational Program

Overview of Curriculum

LHA schools engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels

when they care deeply about what they are doing, when they see that academics connects to their own lives, and when they feel emotionally and physically safe to take risks and learn. Within this context, PBLCS will use a combination of carefully researched curricula and instructional practices to help all students master learning standards found in the Arkansas Curriculum Frameworks and the LHA Mastery Objectives. These are the skills and concepts our students will know or be able to do at the end of each grade. The mastery objectives have been written based on state standards, NWEA learning objectives and our core academic programs.

Our school is divided into three academies which work together to prepare students for college beginning in Kindergarten.

Lower Academy (K-4)
LHA believes in collaboration among faculty. Teachers in Kindergarten through grade four, although teaching in a self-contained classroom setting, work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for these teachers to collaborate on planning and implementing the curriculum and to analyze student data on a regular basis.

Upper Academy (5-8)
Once students enter the Upper Academy, the teaching team structure is different. Upper Academy at LHA is comprised of fifth through eighth grades.

- Grades 5 and 6: Students transition to a two-teacher team, Humanities (ELA/SS) and Math/Science, during the $5^{th} - 6^{th}$ loop.

- Grades 7 and 8: When students enter the $7^{th} - 8^{th}$ loop, students transition to a teaching team of 4 content specialist teachers (ELA, Math, SS, Science).

This gradual transition provides developmentally appropriate instructional structures, allowing students to gain organizational and management skills necessary during the Upper Academy years. In addition, this transition will allow the 5/6 Team to have increased individual student interaction and opportunities for relationship building. As students progress to the more rigorous and content specific curricula of the 7/8 Team, they will receive instruction from content areas specialists, allowing for more depth of knowledge.

College Prep Academy (9-12)
PBLCS's College Prep Academy (CPA) will build off of the rigorous academic program in the Lower and Upper Academies. The CPA will be a model small high school which will have a departmentalized teaming structure. All students at PBLCS high school will participate in a rigorous program that meets the Arkansas smart core curriculum requirements.

Core Elements of the LHA Design

Arts Infusion

We believe arts-infused instruction is the lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**
  Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforce and extend learning)**
  Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**
  Teachers use exemplars to facilitate group feedback focused on work products, not students.

Research shows that arts play a key role in brain development.[4, 5] By providing students with creative ways of learning and applying core content, the arts enhance students' understanding and retention. The College Entrance Examination Board reports that students who participate in art do better in academics than other students.[6]

What sets BLCS apart from other schools [in the Bronx] is the beautiful artwork everywhere. When I come to work, I feel like I just entered a museum in mid-town Manhattan. Visitors often comment on the lovely art work and beauty of our building.

-Kareene Jones
Kindergarten Teacher, BLCS

Additionally, studies show that art increases student engagement in education.[7] The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.[8]

The LHA model also relies heavily on linking the school with its community. PBLCS will partner with local **Arts Partners (AP)** to infuse art activities and techniques into teaching. In every community in which LHA works, it partners with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers use the art techniques they learn from AP's to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them.

Reading and Language Arts: The foundation of any strong academic program is reading. PBLCS will use the research-based program – **Imagine It!** –a comprehensive reading program

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[4] Sylvester, Robert. "Art for the Brain's Sake." Educational Leadership. Volume 56, Number 3. November 1998. Page 32.
[5] Sinatra, R. (1986). "Visual literacy connections to thinking, reading and writing." New York: Charles C. Thomas.
[6] See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, http://www.menc.org/information/advocate/sat.html).
[7] E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at: http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf
[8] E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning."

with leveled readers and quality literature to give all students a base in phonics and the opportunity to read a wide variety of texts. OCR is recognized as one of the research-based reading series called for by the No Child Left Behind Act (NCLB). As students begin to read with greater fluency, English language arts instruction will be based on quality literature and texts that support state standards and LHA mastery objectives. Open Court is a particularly effective curriculum for integrating the arts. Throughout the reading and writing units, teachers have an opportunity to engage students in unit projects that incorporate the visual arts in creative ways.

In addition to a foundation built on reading skills, students in all grades will have myriad opportunities to practice different forms of writing, speak before varied audiences, and listen to a wide array of speakers, presenters, and other media. Much of this instruction will come from units aligned with topics in the Core Knowledge Sequence that teach these key skills in any subject area. In grades 7-8, when students have completed the OCR series, classes will be focused on reading high-quality literature, mastering standard conventions and vocabulary, and completing rigorous writing and speaking performances. Students in these grades will also make use of Reader's and Writer's workshops to analyze the texts from the class.

Mathematics: Mathematics instruction at PBLCS will be highly structured. Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. Mathematics instruction in Kindergarten through third grade will give all students the opportunity to develop this foundation in the language and basic concepts of math. In the upper elementary and the middle school grades, students will move from foundation of number sense and basic skills to algebra. Concepts and skills will be addressed throughout all grade levels. Each grade level will build on and extend conceptual understanding so that children will approach each new challenge from a firmly established foundation.

The school will use the ***Saxon Mathematics*** program as the basis for mathematics instruction. Saxon Math presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. It takes students through algebra by the end of 8th grade and thus prepares them to tackle a college preparatory program in high school. Saxon Math is a math curriculum that is distinguished by the repetitive nature of instruction, known as spiraling. Teachers revisit topics several times, and students practice concepts throughout the year in different lessons. Therefore, teaching mathematical skills in a manner that ensures that students will learn small pieces in an order that makes sense can help ensure that students master those skills over the course of a school year.

Several studies confirm the efficacy of the program itself. Studies at various elementary and upper grade levels show that students who work with Saxon Math outpace their counterparts who use other texts. This is true both in terms of rate of improvement and in absolute levels

of progress. Saxon has demonstrated these results on the Stanford Diagnostic, the Metropolitan Achievement Test, and the International Test of Basic Skills.[9]

Science: Science instruction at PBLCS will have a strong basis in lab work, exploration, and mastery of specific concepts. Using texts, kit-based lab materials, and video demonstrations, students will learn both principles directly and deduce them from experimental data. They will receive a strong background in the concepts that scientists have discovered over the years, and they will work as scientists to recreate some of these discoveries.

All students will use the kits created by researchers at the University of California known as the **Full Option Science System (FOSS)**[10]**.** FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs. Using the kits does not simply add lab activities to a traditional science program. FOSS kits demand active learning and encourage inquiry, which is the hallmark of scientific investigation. Students are presented with challenges to explore and discover. Rather than watching a lab, they participate thereby maximizing learning. FOSS also encourages the use of all senses to make observations. Students are not simply left to "discover" whatever they decide a lab tells them, they develop the understanding of science to make sense of their results in the context of concepts that were discovered long ago.

Several studies show the effectiveness of kit-based science instruction over textbooks alone (Bredderman, 1983; Shamansky, 1990). One study reports on how students at the El Centro school district, an extremely poor section of California, recorded much higher scores on the Stanford-9 as they spent more time using FOSS. Students who had spent more years using FOSS also improved their scores on writing tests.[11]

Social Studies: As students at PBLCS work towards state and school standards, they will use a wide array of monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.[12] As a resource, however, we will make the **Pearson Learning *History and Geography Program***[13] available to all students and teachers in grades K-6. Teachers in these grades will also use Core Knowledge's new teacher handbooks, which include extra lesson plans developed by practitioners around the country. In the Upper Academy, social studies units are designed using the Understanding by Design

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[9] See Hansen, E., & Greene, K. (2000). *A recipe for math: What's cooking in the classroom?* http://www.secondaryenglish.com/recipeformath.htm; Imrisek, J. P. (1989). *Incremental development: A more effective means of mathematics instruction?* Unpublished master's thesis. Bloomsburg University, Bloomsburg, Pennsylvania; Lafferty, J. F. (1994). The links among Mathematics text, students' achievement, and students' mathematics anxiety: A comparison of the incremental development and traditional texts. *Dissertation Abstracts International, 56,* 3041A.; Nguyen, K., & Elam, P. (1993). *The 1992–93 Saxon mathematics program evaluation report.* Oklahoma City: Oklahoma City Public Schools.

[10] More information available at www.lhsfoss.org.

[11] http://lhsfoss.org/scope/research/VIPSStudy.pdf

[12] "Six Questions to Ask on Back to School Night." *The Thomas B. Fordham Foundation.* Web site text, located at http://www.edexcellence.net/foundation/publication/publication.cfm?id=319.

[13] Information available at http://plgcatalog.pearson.com/program_multiple.cfm?site_id=12&discipline_id=809&subarea_id=1055&program_id=828

framework (see below) and are rooted in the Arkansas State Frameworks and LHA mastery objectives. Some content may come from the Core Knowledge Sequence; yet, it is not the basis for instruction because of state specific content standards.

Understanding by Design (UbD): UbD is not a prescriptive program, but rather a way of thinking and an approach to planning more purposefully and carefully within a given framework for student understanding. UbD is rooted in the "backwards planning" process – having clear expectations and outcomes for students first, and then planning backwards from the end goal in order to ensure understanding. UbD is the cornerstone of the Readers' and Writers' Workshop model which guide our ELA curriculum in 7th grade and above.

School Culture

We believe that what members of our community do is as important as what they know. How we act and what we expect from each other is our school culture, and it has a significant impact on student achievement. Creating an achievement-driven and respectful school culture does not happen overnight. It requires consistent effort over an extended period of time. It demands a sense of urgency, hard work, dedication, and the holding of high expectations for all students and self.

Teachers, leaders, families *and* students at PBLCS will work together to create a Culture of Achievement and a Culture of Respect, the two ways that LHA schools name key aspects of a positive school culture. The Culture of Achievement ensures that all teachers live up to high expectations in terms of instruction, instructional routines and procedures, and the set-up and maintenance of the classroom environment. The Culture of Respect refers to norms related to management and scholarly behavior, LHA routines, family communication and expectations regarding faculty communication and collaboration.

This culture comes to life through a variety of practices, a set of shared terms and language, and ongoing modeling. We teach students and teachers alike our **Core Values** immediately when they become members of the LHA community. Those values are:

Work Hard. Get Smart. Graduate from College.

What does this mean? We put in whatever time it takes to get the job done right. We ask questions to "get smart" about what we don't know. We aim our efforts at college, not just getting there but graduating and the new opportunities that will be available to our students beyond.

High expectations equal results.

What does this mean? If we expect great things from our students, staff, and community, great things will be achieved. When we make excuses for people's actions, we lower the bar for everyone.

Nothing less than excellence.

What does this mean? This means we relentlessly pursue *excellence.* Not Okay. Not Good Enough. Not Alright. EXCELLENT!

Today is the day we make it happen.
What does this mean? This means we don't wait for change. We make change happen each and every day with all that we do.

Habits of Scholars
We believe there are specific practices, routines and skills (and ultimately habits) that all students must consistently demonstrate in order to be successful in school. These 'habits of scholars' need to be explicitly modeled, taught, and reinforced throughout the year as needed. The 'habits of scholars' specify student actions which tie to our core values. These habits include interpersonal interactions as well as work habits. Teachers assess these skills using evidence collected on various assignments as well as daily classroom preparedness and participation. The 'habits of scholars' specify student actions which tie to our core values.

Social Curriculum
LHA believes the social curriculum is as important as the academic curriculum and that there is a set of qualities (social skills and character traits) that all children need in order to be successful through college and life. These qualities are included in our **SHINE** character education program:

- Self-Discipline
- Humility
- Intelligence
- Nobility
- Excellence

LHA believes that we can develop these qualities and others in every child, and by doing so, we support our scholars to be successful academically and prepare them to work collaboratively with others as well as build self management skills to help prepare them for college. SHINE qualities are part of the school logo that is worn by all students. These qualities are reinforced throughout the school year through the Responsive Classroom and Developmental Designs for Middle School approach in tandem with the **SHINE Program.**

The Responsive Classroom(RC) and Developmental Designs for Middle School(DDMS) approaches are both student-centered, research-based methods for teaching students the *skills*, and not just the *rules*, to be successful at PBLCS and, ultimately, in college. RC and DDMS require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially.

Professional Development
We believe that the education program is only as good as the teachers teaching it. Therefore, we invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 160 hours of professional development scheduled into the school year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence – we continually strive to learn more. Each summer, the LHA

network convenes in a central location to kick off the school year at the Network Summit. All instructional staff participates in this week-long event, focusing on our LHA Education model and excellent instructional practices.

> *"...a growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance...[effective professional development programs] create regular opportunities for serious collaborative planning, develop classroom assessment skills, and connect teachers to other professionals within and beyond their schools." Sparks, D. and Hirsh, S. (2000) A National Plan for Improving Professional Development. National Staff Development Council: Oxford, OH.*

The remaining 120 professional development hours will be planned by the leadership team at PBLCS in collaboration with network staff and generally completed at the school site. The school leadership team plans and implements these professional development days via their school's Professional Development Institute (PDI) as well as over the course of the year based on the school calendar. In addition to the 160 formal hours of professional development, ongoing opportunities for professional development happen throughout the school year in the following ways:

- Individual professional development plans
- Weekly Learning Walks by school leadership
- Weekly grade level meetings
- Weekly team meetings
- Individual coaching
- Collaboration within the school and across the LHA network
- Professional development opportunities with school-based Arts Partners.

Frequent Assessment to Drive Instruction

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, teachers are well informed on the instructional priorities of each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year – both curricular and standardized – are utilized to monitor individual student and classroom progress. Each class posts grade level class NWEA targets to help keep the end-of-year target in focus every day. The school will use **The Learning Institute (TLI)** as a formative assessment tool to measure student progress toward mastery of Arkansas State framework and to guide instruction. The school uses NWEA to compare student achievement with a national norm and other schools in the Lighthouse Network.

Student achievement results will be measured in several ways (as indicated in the chart above, section c). In addition to required state exams, PBLCS will use the NWEA Measures of Academic Progress (MAP) as an interim assessment to measure student progress over the course of a year and relative to the national norm group. NWEA provides both nationally normed data (through 10th grade as of 2008) as well as detailed and standards-aligned information on the performance of individual students. The percentile rank, nationally-normed data will allow us to ensure that we prepare all of our students for access to and a

competitive advantage in colleges and universities. The MAP test results will be used to establish a baseline for each child, set student goals, project each student's likely proficiency level on the state assessment, and determine annual achievement. NWEA tests are state-aligned computer-adaptive assessments which provide each student with a RIT score[14] that represents his/her reading, language, and math achievement according to state standards.

On the school and classroom level, as noted above, NWEA provides data on individual and classroom performance in the fall, winter and spring. As a formative assessment, this data provides teachers with specific information to guide instruction. Assessment results will provide teachers details about students' specific instructional levels in relation to state standards which improves teachers' planning and implementation of differentiated instruction. Teachers are able to use the results of the fall and winter administrations to target instruction at the skill level of the students as well as set individual and class goals. The instructional resources provided with the NWEA include a continuum of skills and concepts students need to master based on performance level. This specific information guides teachers with selecting appropriate skills to teach, re-teach, and/or review in order to move the student forward in a systematic manner. In addition, resources for primary grades include opportunities for ongoing progress monitoring for more frequent feedback. Based on fall NWEA scores, individual growth targets will be set by teachers for each student. This will show student growth relative to the individual starting point over the course of the year and relative to typical growth. In addition, NWEA provides a percentile score which ranks the student against the national norm group's 50th percentile which allows teachers, families and leaders to gauge student performance against a standard.

On the network level, the NWEA Measures of Academic Progress (MAP) tests allows for a common network assessment across Lighthouse Academies. This is the one consistent assessment utilized across the network of Lighthouse Academies' schools which are currently located in five states and the District of Columbia. MAP tests provide the network uniform data which allows for comparison of LHA schools and classrooms across the country; it also provides a consistent feedback mechanism to the network regarding instructional programming needs by monitoring trends over schools over time. NWEA has been successfully utilized as an interim assessment by all Lighthouse Academies' schools since 2005. MAP tests also have proven to be highly predictive in New York State.

College Focus

As noted in our school's mission, the focus and mission of each and every person in the school is to prepare our students for college. Teachers will discuss college and college preparedness in classrooms and with students throughout the year – beginning in kindergarten. It is our job to make college real and attainable for all of our scholars. All classrooms are named for colleges and universities and in most cases, that of their teacher. Upper Academy students participate in college visits and students in 7th and 8th grade participate in CollegeEd, a

[14] RIT stands for the Rasch unit; a raw number tied to an equal interval curriculum scale designed by a Danish mathematician, Georg Rasch, which uses individual item difficulty values to estimate student achievement.

collaborative academic and career planning curriculum for students, teachers, and families, designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education.

More Time on Instruction

To ensure that every child masters the work necessary to prepare them for college, PBLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). Instruction begins promptly at 8:00 A.M. and students work diligently throughout the day until bus dismissal at 4:00 P.M. We believe this is urgent work and that every second counts. Therefore, we push the limits and ensure students have learning opportunities through the last possible minute of the day.

Looping

Looping is an instructional strategy to be used at PBLCS to foster relationship building between students and teachers and to provide a stable and predictable environment for students. Beginning in first grade, students will spend two years with their teacher. Through looping, teachers can develop a deeper understanding of students' learning styles and needs, better understand the needs and expectations of families regarding their children's education, and approach the curriculum in more depth, knowing that there is more time to help students make connections[15]. The looping structure at LHA begins in first grade, allowing us to develop a solid and consistent Kindergarten team that provides a strong foundation for all students.

Academy	LHA Looping Structure
Lower Academy	K
	1-2
	3-4
Upper Academy	5-6
	7-8
College Prep	9-12

7. Measurable Goals

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, the Pine Bluff Lighthouse Charter School has 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).[16]

[15] Grant, Jim; Johnson, Bob, and Richardson, Irv. *The Looping Handbook: Teachers and Students Progressing Together*. Crystal Springs Books 1996

[16] The NCE is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1 to 99, similar to percentile ranks, which indicate an individual student's rank or how many students out of a hundred, had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged.

- 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 local districts 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 from 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 8th 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 PBLCS rubrics.
- 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 who take 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 mathematics exam (where applicable).[17]
- 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 mathematics than students in schools in the Pulaski County Special School District with comparable demographic compositions (Note: Although we are an open-enrollment school, we expect that most of our students will come from Pine Bluff and contiguous communities. However, if this is not the case, we will use a weighted average of the sending districts.)
- At the end of its third year, the school will meet its AYP Targets in mathematics.
- 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 from different demographic groups within the school on the mathematics test.
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in math will increase by 10% each year as measured via the NWEA.

[17] The NCE is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1 to 99, similar to percentile ranks, which indicate an individual student's rank or how many students out of a hundred, had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged.

- All students who have spent two full years at the school will demonstrate the ability to accurately arrive at solutions to grade-level computation problems, as shown by passing grades on tests and PBLCS rubrics.

Goals in Mathematical Reasoning

- All students who have spent two full years at the school will demonstrate the ability to use mathematical reasoning (comparing values or figures, determining best answers or explanations, modeling scenarios and equations, demonstrating techniques of problem solving, representing mathematical concepts in words and diagrams, and explaining their thinking and decision-making) and apply it on internally created assessments, as shown by passing grades on PBLCS rubrics.
- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Arkansas Benchmark Exam in mathematics.

Other Key Academic Goals

All schools in the LHA network use the goals below as part of an accountability plan. We intend to meet all of these goals as a measure of the achievement of our college prep mission and to meet our internal requirements.

Performance Goals	Measurements
Students	
Goal 1: All students will be prepared to achieve success in college.	More than 80% of students enrolled in PBLCS in 9th grade will graduate within five full years.
	100% of 12th grade students will apply to a four-year college. 90% or more of PBLCS 12th graders will be accepted to at least one college by graduation.
	Less than 15% of high school graduates attending college will be enrolled in remedial courses in English or math in the first semester of their freshman year of college.
Goal 2: All students will contribute to at least one public art demonstration or performance each year.	Teachers will record participants. Data will be disaggregated and reported.
School	
Goal 3: Parents will demonstrate satisfaction	Parents will rate the school, on average, at least 3.0 on a 4.0 point scale on an annual parent satisfaction survey.

with the school's programming and operation.	The average participation rate in family-teacher conferences will be at least 80%.
Goal 4: The school will demonstrate enrollment stability.	The school will fill at least 95% of available slots each year.
	The school will re-enroll at least 95% of the eligible students enrolled at the end of the school year for students entering 1st-8th or 10th-12th grades. The school will re-enroll at least 75% of entering 9th grade students.
	The school will develop a wait list equal to 20% of the school's total enrollment by July of each year. [18]
	The average daily attendance will be at least 95%.
Goal 5: Pine Bluff Lighthouse Charter School will retain talented faculty.	At least 90% of the staff eligible to return to the school for the next school year will do so.
	The staff will rate the school, on average, at least 3.0 out of a 4.0 point scale on a staff satisfaction survey.
Goal 6: The school will be financially stable.	There will be no audit exceptions made by the school's external auditor. The school will have a balanced budget each fiscal year.

8. Curriculum Alignment Process

The LHA curriculum is aligned with national standards. The LHA curriculum has been aligned to the Arkansas Curriculum Frameworks at Jacksonville Lighthouse Charter School. These guides will be used by staff at Pine Bluff Lighthouse Charter School. A sample of the school's grade 3 curriculum map demonstrating alignment of the LHA mastery objectives with the Arkansas Frameworks for math is provided in **Attachment 1C.** The two schools will collaborate on curriculum and professional development. New leaders and teachers in Pine Bluff will be paired with "thought partner" at Jacksonville Lighthouse through in person meetings and web based tools.

The alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- The LHA Education Team reviews the Arkansas Frameworks and develops the initial crosswalks.
- These crosswalks are used as part of the pre-opening professional development where teachers 'unpack' the standards to gain a complete picture of the learning expectations for their students.

[18] The waitlist may exist even when not all slots are filled (see 95% goal above), because the open slots and the wait list may exist for different grades. For example there may be 4 open slots in grade 2 with no wait list, while there are no open slots in Kindergarten and a waitlist of 40 students.

- Teachers then work in teams using LHA Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the LHA Education Team help put it all together.

Ongoing professional development and coaching by the Director of Instruction is used to support teachers in the implementation of the education program.

9. Geographical Area Served

We will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located in Pine Bluff. We expect most of the students to come from Pine Bluff, Dollarway, and Watson Chapel school districts. The contiguous school districts are Carlisle, Cleveland County, DeWitt, Dumas, England, Pulaski County Special, Sheridan, Star City, White Hall, and Woodlawn.

10. Plan for Annual Report

Accountability is of vital importance to a high-functioning school. PBLCS will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments.

The principal will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include 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 the school's arts infusion program and our work with our arts partners, as well as report on all other key parts of the school, from Board performance to fundraising to teacher and student successes in individual classrooms.

11. Enrollment Criteria and Selection Process

In accordance with federal laws, no student will be denied admission to PBLCS 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, PBLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Directors. The names of all students who have submitted applications with parent/guardian signatures shall be written on

identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

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

12. Job Description of School Director 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.

Please see section D, number 3 above for more on the role of the Board of Directors.

Principal

The principal of PBLCS is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal is responsible for demonstrating significant and measurable academic gains, each year, with all students. The principal's actions must always be aligned with our mission, vision, core values and education program.

Essential Qualities for the Principal

LHA principals are more than school leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA school leaders are responsible for ensuring all of our students achieve high levels of academic success. We seek principals who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

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

Minimum Qualifications of Principal

Education: Master's Degree in Education, Education Administration or Teaching

Experience, Knowledge & Skills:

- Five (5) years teaching experience. Three (3) years of school administrative experience.
- Training and implementation of LHA curriculum programs
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Collaborative leadership and school-based decision making
- Education law and regulations; federal programs initiatives; student support service programs
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

Director of Instruction

The Director of Instruction of PBLCS is 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. Our director of instruction is responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our directors of instruction must always be aligned with our mission, vision, core values and education program.

Essential Qualities for the Director of Instruction

LHA Directors of Instruction are more than instructional leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA Directors of Instruction are responsible for ensuring all of our students achieve high levels of academic success. We are seeking Directors of Instruction who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values

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

Minimum Qualifications of Director of Instruction

Education: Master's Degree in Education, Education Administration or Teaching

Experience, Knowledge & Skills:

- Three to five (3-5) years teaching experience. Three (3) years of school administrative/leadership experience, including instructional coaching and collaborative leadership
- Training in and implementation of LHA curriculum programs
- Experience with data analysis and using data to target instruction and inform decision making
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

Teachers (Classroom, Special Education and Special Subjects)

LHA teachers work to create and enhance a culture of achievement and respect where high expectations and results are the norm. All teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program.

Essential Functions for Teachers

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

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others

- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

Minimal Qualifications of a Teacher

Education: Bachelor's degree, preferably in Education

Experience, Knowledge & Skills:

- Two (2) years prior teaching experience preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Strong desire to work within an innovative, urban educational program
- Proven track record of raising student achievement scores
- Ability to turn best practices into high quality, goal-driven results
- Expertise in the assigned grade/subject (s) areas
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

Business Manager (contracted out)

This person is responsible for oversight of the day-to-day operations of the school. The person will gather and input various student and staff data into the Arkansas Public School Computer Network (APSCN). In addition, this person is responsible for testing, analyzing and reporting on the food system, overseeing contracted services and other matters related to the day to day operations of the school. This person must be a creative thinker who is able to problem-solve and implement systems. Experience in an academic organization is highly desirable.

Essential Functions

- Implement the LHA Procedures Manual by effectively administering all policies and procedural processes as these relate to the business operations of the school.
- Implement the LHA Employee Handbook by effectively administering and providing oversight for all policies and procedural processes.
- Input key school data into LHA's student information system, as well as any other Arkansas state required student, staff and financial information system including attendance, lunch programs, and other data as required by school reporting requirements; continuously update and verify accuracy of data.
- Capture and organize key school data for the creation and completion of all district, state and network reports, as requested.

Minimum Qualifications:

Education: Bachelor's degree in an appropriate discipline or equivalent experience

Experience, Knowledge & Skills:

- Experience with APSCN
- Familiarity with PowerSchool
- Advanced knowledge of Microsoft Office, especially Excel.
- Familiarity with web-based technologies
- Ability to use Excel and other technologies to manipulate data and data formats
- Must have a strong attention to detail
- Demonstrated experience in critical thinking and creative problem solving in a team-based collaborative work environment
- Ability to work closely with a wide range of people including students, faculty, administrators and support staff who possess a wide variety of skills.
- Ability to fulfill a variety of functions in a team environment without direct supervision.
- Excellent written, verbal and interpersonal communication skills.
- Ability to train end-users on technology systems.
- Desire to work in a mission and goal driven organization
- Efficiency and ability to work under and meet deadlines

Office Manager

LHA office managers are more than operational managers and administrative support. They help transform children's lives by creating opportunities for a brighter future. We are seeking office managers who will make the commitment to conduct their work with determination, integrity and purpose, embodying these essential qualities:

Essential Functions

- Assist principal with all aspects of student recruitment: marketing materials, answering parent questions, processing applications, lottery organization, working with parents/guardians to complete enrollment information
- Manage financial processing and record keeping for the school, including invoice processing, cash management, bank deposits, procurement, and asset inventory and weekly reporting.
- Collect and update all Human Resources data for the school, including processing new hires, submitting payroll data and changes to LHA.
- Maintain all files and records for the school as may be required to ensure accuracy and confidentiality, as well as efficiency for information collection.

Education: Associate's Degree, Preferably in Education

Experience, Knowledge & Skills:

- Prior office management and clerical experience in a school environment
- Ability to operate effectively in a busy, open air environment with intermittent interruptions
- Working knowledge of student information systems, PowerSchool experience preferred

- Strong desire to work within an innovative, urban educational program
- Ability to turn best practices into high quality, goal-driven results
- Highly effective interpersonal skills to provide high quality customer service
- Experience using QuickBooks, web based payroll (ADP preferred) and HRIS systems, Microsoft Office Pro software, and ability to effectively use word processing, spreadsheet, presentation and database applications
- Working knowledge of standard office equipment including, but not limited to: PC, copier, fax machine, telephone, and local network and Internet searches
- Ability to complete thorough and accurate written reports/correspondence
- Excellent prioritization and organization skills; demonstrated decision-making and problem solving skills
- Sense of humor

Positions Budgeted for 2011-12

1 Principal
1 Director of Instruction
1 Office Manager (see section 13 for more details regarding this position)
9 General education classroom teachers
2 Specialist teachers
2 Special Education teachers
1 Title I teacher
2 Paraprofessionals
0.5 Nurse

13. Business Office

The school will hire a full-time Office Manager. The Business Manager's functions will be contracted out with Complete Consulting of Little Rock, Arkansas. The Business Manager will work with the Office Manager on the required budgeting and student information systems. The essential functions of these positions are detailed above in section 12. LHA provides a detailed procedure manual that details processes and internal controls for all of the school's business functions including procurement, contracting with 3rd parties, payroll and benefit management. Many of these systems are web based and are accessed thought The Prism, the LHA intranet. For a list of procedures available and a sample procedure, see **Attachment 1D.**

The required budget worksheet has been completed by LHA's finance team which is included as **Attachment 4.** The budget for 2011-2012 will be reviewed each month by the Board as part of the school's financial report.

The LHA finance team has also prepared a conservative four-year budget forecast. Going forward, annual budgets will be drafted by the principal, reviewed by LHA, and approved by the PBLCS Board of Directors each year at the May Board meeting.

14. Annual Audit

PBLCS will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code Title 6, Subtitle 1, Chapter 1, Subchapter 1 (101).

LHA's model also includes a programmatic audit. LHA 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

PBLCS will participate in the Arkansas Public School Computer Network for reporting education data, as required. The school will contract out the position of full-time Business Manager to work with this data network. Please see section 13 for additional information.

16. Facilities

The Board is seeking a facility that will house 650 students in grades K-12. The Board is working with Charter Facilities Management (CFM) (www.charterfacilities.org) to secure and develop a site. CFM is a national developer of charter school facilities.[19] General guidelines for the facility are as follows:

- All sites must be easily accessible to the communities to be served.
- All sites must have the capacity to accommodate 650 students. We estimate the size of the school to be 45,000 – 50,000 square feet at full enrollment, including support facilities such a computer lab, gym / cafeteria, science labs and arts and a media center, and daycare space and other needs. We also want to ensure that future expansion is possible.
- The facility needs to be approved by the Arkansas Department of Education and the local building inspector.
- Vacant land must have a preparation and construction timeline that allows for an August 17, 2011 starting date.
- Economic factors of these facilities must be at or below the market norm.

Pending charter approval, CFM will begin the process of leasing space, planning the up fit and obtaining contractors to do the work. A lease and contracts for renovations will not be signed until the charter has been awarded. The cost of the up fit will be rolled into the lease. A copy of the proposed lease is included as **Attachment 9**. The facility will meet required codes for use as a public charter school including ADA requirements.

No Board member or employee of the school has any financial interest in the lease.

[19] Charter Facilities Management is a nonprofit subsidiary of Lighthouse Academies, Inc.

17. Student Services

A. Guidance Program

Our school design, which calls for enrolling students in Kindergarten and having them remain enrolled in the school through 12th grade, is intended to give PBLCS greater control over each student's preparation for the subsequent grade. In addition, our strong academic program and talented, caring teachers coupled with a culture that values academic focus and achievement, will close some gaps that our entering students may have in academic or social development.

We will ensure that each new student completes relevant standardized and school-specific assessments upon enrollment, to help teachers know what that student has learned already. These include Qualls Early Learning Inventory® (QELI®), Metropolitan Achievement Test Eight Edition (MAT 8), and the NWEA fall interim assessment, all of which will serve as diagnostics. PBLCS will also carefully review any data available in students' files from their previous schools and talk with parents or guardians to supplement this information.

The social curriculum, as guided by the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS), is the core of our guidance program. This approach to teaching and learning supports schools in becoming caring communities in which social and academic learning are fully integrated throughout the day, and in which students are nurtured to become strong and ethical thinkers.

Each day begins in a morning meeting, which serves as a transition from home to school, helps students to feel welcome and known and sets the tone for the day. Over time, this meeting also creates a climate of trust, increases students' confidence and investment in learning, provides a meaningful context for teaching and practicing academic skills, encourages cooperation and inclusion and improves children's communication skills. In the upper academy, these meetings take place during an 'advisory' period each day and can be focused on certain themes such as friendship, safety, making choices or our SHINE qualities.

In addition to these meetings, RC and DDMS provide structured parameters and protocols for social conferencing (proactive), conflict resolution, and problem solving meetings. These collectively allow students opportunities to work through their issues in a safe, nurturing and respectful environment, helping to developing their self-management and social skills.

When PBLCS school students enter the College Prep Academy (CPA) in 9th grade, we will provide a structured advisory program for all students. With this program, students stay with one "advisor" teacher for four years and the advisor serves as the primary point of contact between the school and family. Our advisory program will focus on three key priority areas including:

- Student Progress Case Management
- Family Connection
- Non-academic college prep

Student Progress and Case Management
In our Advisory model, advisors will be assigned to students in the freshman year and continue on as their advisor for their entire time in at the CPA. This allows time to build and maintain relationships with both the student and families. Students will participate in an advisory class led by their advisor.

Advisors are academic "case managers" for their advisees. In this role, advisers maintain vigilant watch over student progress and where necessary, set into motion intervention protocols. At frequent intervals, determined by biweekly dissemination of progress reports, advisors have 1-on-1 meetings with their advisees to discuss how each student is doing. In cases where students are not making adequate progress, it is the advisor's responsibility to convene all of the key constituents, including colleagues and family members to collaboratively craft an action plan for student improvement and necessary support. Much like a case manager in the health professions, the advisor orchestrates the various services that are offered to students, serves as a student advocate, and holds the student accountable for accessing the resources that are provided.

Family Connection
CPA advisors will the primary point of contact between the school and home. Rather than having to contact six or more teachers to gauge how their child is doing, family members are able to call the advisor to get information. CPA will strategically build the relationship of trust between advisors and families by having teachers conduct home visits for all students during the summer before school begins. During these meetings, advisors facilitate conversations with students and families about how the child learns best, what motivates him/her, and what his/her past experience with school has been like. Then, the student will take the CPA advisor on a tour of his/her neighborhood, sharing insights and stories as they walk. We expect advisors to gain a deeper appreciation for the life experiences of their students and concurrently build a foundation for open communication and trust between families and our school.

Non-Academic College Prep
The advisory class is built to address many of the non-academic skills students will need in college. Developing personal time management systems, creating study groups, practicing computer-based research skills, character education, finding potential colleges that look like a good "fit" are all integrated into a four-year advisory curriculum.

The road to college includes careful planning of tasks above and beyond academic performance. Many of these steps can overwhelm or confuse first generation college bound students and their families. To ensure CPA students have the guidance, support and accountability needed to successfully execute these tasks, while also exploring and preparing for the norms of college life; time will be allotted and scheduled within the advisory class. Tasks include, but are not limited to planning for the PSAT, SAT and/or ACT exams, college research, college campus visits, and supporting students as they journey through the college application process.

B. Health Services

The school will have a half-time registered nurse and will comply with all state laws regarding staffing in this area. The nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C. Media Center

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement (see section 20). Instead, the school will open a computer lab so that students have access to the internet for basic research. Each classroom will have a library of leveled books that support the LHA curriculum. A partnership will be developed with Delta Family Resource Center to provide classroom libraries and other literacy support.

D. Transportation

LHA has significant experience with all phases of the RFP and contracting processes. The school will lease one or more buses for daily transportation. We will, at all times, comply with any requirements for transportation written into our students' IEPs.

E. Special Education

PBLCS will adhere to all Arkansas and federal requirements regarding Child Find to meet the State's requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending PBLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), PBLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non academic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services. To this end, we will use many of the techniques of school-based problem solving. We believe that we can

address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we have developed a preliminary plan for meeting the needs of students with disabilities. PBLCS will implement a tiered strategy. The school will provide resource help with two special education teachers, one of whom who will be able to serve as director. For the more intensive services such as long-term physical therapy, PBLCS will look to work with third-party contractors to meet the needs listed in IEPs. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our special needs students. A more definitive strategy for meeting the needs of students with disabilities will be developed after the specific needs of these students are identified. We have established a reserve in the budget for needs that arise once students are enrolled.

F. Alternative Education

It is the intention and commitment of the founders of PBLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help.

If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

G. Gifted and Talented Program

We request a waiver from this requirement. Please see section 20, part 6 below.

18. Food Services

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the RFP process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students

with dietary restrictions. Students who need free or reduced price lunches will have them provided.

19. Parent Involvement

PBLCS is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home-school connection which is essential for preparing students for success in college. There are numerous venues PBLCS 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-Family Handbook*. All new students, families and staff participate in an orientation to welcome them to the LHA community.
- **Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.
- **Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.
- **Quarterly Family – Student – Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the PBLCS board, volunteer in the school and organize school events. At least one parent who serve on the Board. Many other board members are members of the local community as well.

20. Exemptions from Provisions of Title 6

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

1. **We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 3 (301)(d), or 6-17-301-d. Employment of Certified Personnel.**

The text of section (d) reads, in part,

> No employment contract or extension to an employment contract entered on or after July 16, 2003, through July 1, 2004, may have a combined total increase in salaries, income, and benefits of greater than seven and one-half percent (7.5%) of the immediate previous existing contract for the same or substantially similar personnel position without the prior written approval of the state board...

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."[20] 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-12 settings. Our principal 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.

2. We request a waiver from Title 6, Subtitle 2, Chapter 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.

> **(a)** Except as permitted under § 6-17-309 and § 6-17-2601 et seq., no teacher shall be employed in any public school of the state who is not licensed to teach in the State of Arkansas by a license issued by the State Board of Education.
> **(b)** Any person who shall teach in a public school in this state shall only be entitled to receive any compensation from the school funds for such services if the person has:
> **(1)** A valid license issued by the state board; or
> **(2)** Other documentation from the Office of Professional Licensure of the Department of Education authorizing employment as a teacher under the conditions set forth by the Department of Education in the documentation.

PBLCS 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 the fine and performing arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have gotten their experience in a private school or

[20] Arkansas Code (Non annotated) > Title 6 Education > Subtitle 2. Elementary And Secondary Education Generally > Chapter 23 ARKANSAS CHARTER SCHOOLS ACT OF 1999 > Subchapter 1 — General Provisions > 6-23-102. Legislative intent.

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 LHA network hiring standards. However, within those requirements, we want our principal 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.

3. **We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 7 (702)(a)(1)(A), or 6-17-702(a)(1)(A). Staff development sessions.**

The text of this part of the law implies that no certified teacher may be denied the chance to attend any staff development session that meets certain standards for quality.

> No school district shall deny certified personnel the opportunity to attend certified instructional staff development sessions conducted by bona fide professional organizations within the State of Arkansas.

If this would allow any teacher to attend professional development sessions against the wishes of the principal, we request a waiver. LHA has developed a carefully planned professional development calendar that dovetails with our educational model. The principal and director of instruction, working closely with LHA's Education Team, plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the principal 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 principal's, since he or she is the one who is most accountable for each teacher's effectiveness and results.

4. **We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 9 (919)(a)(1)(A), or 6-17-919(a)(1)(A). 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.

> **(a)** All warrants issued in payment of teachers' salaries are void unless:
> **(1) (A) The** teacher is licensed ...in the State of Arkansas...; or
> **(B)** The public school district employing the teacher has other documentation from the Office of Professional Licensure of the Department of Education authorizing employment of the teacher under the conditions set forth by the department in the documentation;
> **(2)** The teacher has been employed by a valid written contract; and
> **(3)** Copies of such contract are on file in the office of the county treasurer or the school district treasurer if the school district has its own treasurer.

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.

5. **We request a waiver from Title 6, Subtitle 2, Chapter 17, Subchapter 24 (2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule.**

This requirement is quite straightforward. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the LHA compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. See **Attachment 5** for salary schedule. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in our budgeting.

6. **We request a waiver from the following rules governing standards for accreditation:**

> **7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress....**

We intend to provide a great deal of information to our parents and community. However, a report published by November 15 of our first year would only have data based on roughly eight weeks of school. Given the demands of the start-up period and this lack of data, we request permission to publish an annual report in summer 2010 and then publish the required reports referred to in 7.02.2 beginning in our second year of operation.

> **7.03.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.**

We request a waiver from this rule because we have requested a waiver from the report to which it refers. Again, we will not have enough data by this time to draw any conclusions. We propose instead to hold a "State of the School" meeting at roughly the same time. At this meeting, the principal will share anecdotal reports on the school's progress towards implementing the PBLCS program as detailed in the charter. We propose to begin holding the specific meeting described in 7.03.1 in our second year.

> **8.01 Each school district shall form a coalition ... to develop and implement a ... plan for ... involvement in the delivery of ... youth services....**

We request a waiver from this rule because we will do the same work in a different way. PBLCS represents the coming together of parents, different agencies and institutions, and business and industry, as stated in the text of the rule, to improve options and support for youth in Pulaski County. Community members will sit on the school's board, and its existence will improve the delivery of services to children. It is our contention that forming an additional body would be redundant and could limit the effectiveness of that body as well as the board and management of the school.

10.02 CLASS SIZE AND TEACHING LOAD

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 650 for grades K-12. Class size at PBLCS will not exceed 22 in K and 25 in all other grades except that the school leader may assign no more than two additional students to a class if circumstances require. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.

15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.

PBLCS will employ a full-time Principal, Director of Instruction and Office Manager. This team will have a great deal of support from LHA and a local contractor for Business Management services. LHA regional staff will prepare documents for the Board and for the Arkansas Department of Education, conduct recruitment and fundraising efforts, and interface with the same stakeholders traditionally courted by superintendents. The position would be both costly and redundant to our model and we request a waiver from this rule.

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

We have already 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 LHA hiring standards, and who were particularly well qualified to excel in our arts-infused 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 principal, and that principal must be able to assemble a top-notch staff without only recruiting from the pool of candidates who are licensed in Arkansas. Working artists, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy compliment in-state hires at each LHA school, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

16.02.3Each 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 because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with LHA, to have the

autonomy to make all staffing decisions in a way that best supports our arts-infused program.

18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.

PBLCS 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.

21. Potential Impact on Surrounding Districts

PBLCS is a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. At full enrollment, the school will reach 650 students over a nine year period. PBLCS expects to enroll students from local school districts, private schools and home schools. The impact appears to be very small.

Attachment 1A: Public Hearing Ad Documentation

Below is a copy of the ad that ran in the Arkansas Democrat Gazette on July 19, July 26 and August 2, 2010 and in the Pine Bluff Commercial on July 25 and August 1.

Lighthouse Academies of Pine Bluff, Arkansas, Inc. plans to submit an application to the State Board of Education to open a public charter School in Pine Bluff, Arkansas.

Notice of Public Hearing
Jenkins Reynolds Center
211 W. 3rd Avenue
Pine Bluff, AR 71601
Monday, August 9, 2010 at 6:00-7:30 p.m.

All are welcome to join us to learn more about Lighthouse Academies and the education opportunities we will bring to your community.

Lighthouse Academies

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

The next three pages include the invoices from both papers showing the run dates and noting section of the paper that the ad ran in.

Arkansas Democrat Gazette

BILL FOR 07/01/10 to 08/31/10

ARKANSAS DEMOCRAT-GAZETTE, INC.
BUSINESS OFFICE - RETAIL DISPLAY
P.O. Box 2221
LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail

LIGHTHOUSE ACADEMIES, INC
1661 WORCESTER RD STE 207
FRAMINGHAM, MA 01701

ACCOUNT NUMBER: 1611607

Publ	Ad #	Date	Description	Size	UM	Unit Rate	Amount
AD	1431423	07/19/10	Public Hearing	8.00	in	80.280	642.24
AD	1431423	07/26/10	Public Hearing	8.00	in	80.280	642.24
AD	1431423	08/02/10	Public Hearing	8.00	in	80.280	642.24

TOTAL CHARGES: 1,926.72

TOTAL: 1,926.72

08/17/10 TUE 15:08 FAX 501 534 0113 PINE BLUFF COMMERCIAL 002

Advertising Statement

43

Pine Bluff Commercial

300 S Beech St
Pine Bluff AR 71601

Phone: 870-534-3400
Fax: 870-534-0113

LIGHTHOUSE ACADEMIES

Acct #: 100760
Phone:
Date:
Due:

Date	Trans #	Type	Description	Runs	Inches	Amount	Balance
7/25/10	88896		MAIN 2 X3.25				$97.50

Remarks

Total Due: ~~$97.50~~

February :	January :	December :	November :	October :

08/17/10 TUE 15:08 FAX 501 534 0113 PINE BLUFF COMMERCIAL ☑003

Advertising Statement

43

Pine Bluff Commercial

300 S Beech St
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Phone: 870-534-3400
Fax: 870-534-0113

LIGHTHOUSE ACADEMIES INC

Acct #: 100760
Phone:
Date:
Due:

Date	Trans #	Type	Description	Runs	Inches	Amount	Balance
8/1/10	88897		MAIN 2 X 3.25				114.40

Remarks

Total Due: 114.40

February :	January :	December :	November :	October :

Attachment 1B: Letter Notifying Superintendents of Potentially Impacted Districts

This is a sample of the letter that was sent to the superintendents of all school districts from which Pine Bluff Lighthouse Charter School could draw students including: Pine Bluff, Dollarway, Watson Chapel, Carlisle, Cleveland County, DeWitt, Dumas, England, Pulaski County Special, Sheridan, Star City, White Hall, and Woodlawn.

Lighthouse Academies of Pine Bluff Arkansas, Inc.

July 23, 2010

Mr. Frank Anthony
Superintendent
Pine Bluff Public School District
512 Pine Street
Pine Bluff, AR 71601

Dear Mr. Frank Anthony:

This letter is to inform you that Lighthouse Academies of Pine Bluff Arkansas, Inc. will be holding a public hearing to discuss our plans to submit an application to the State Board of Education to open a public charter school in Pine Bluff, Arkansas.

The hearing will take place on Monday, August 9, at 6:00 pm at the Donald Reynolds Center, 211 W 3rd Avenue, Pine Bluff, AR 71601. All are welcome to join us and learn more about the proposed school.

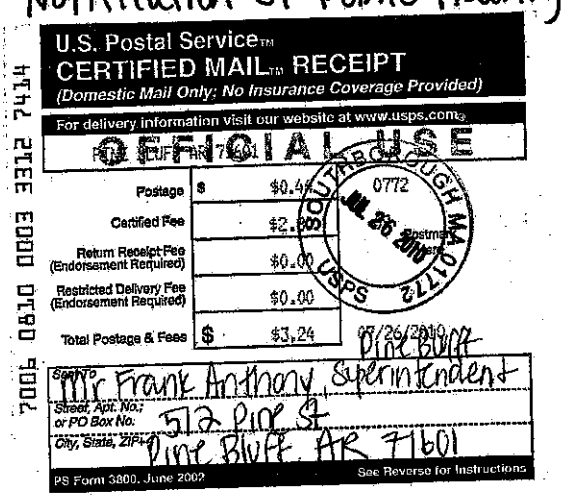
Best Regards.

Dr. Phillis M. Anderson

Dr. Phillis Nichols-Anderson
Vice President

Below are the Certified Mail receipts submitted as proof the notification letters were sent.

Notification of Public Hearing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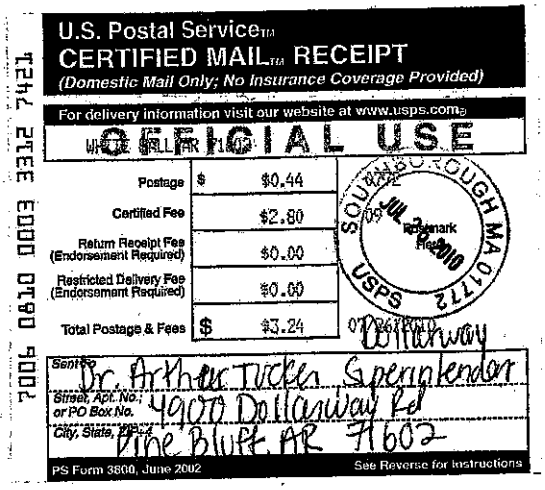
Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772
Sent To Mr Frank Anthony, Superintendent
Street, Apt. No.; or PO Box No. 512 Pine St
City, State, ZIP+4 Pine Bluff AR 71601
PS Form 3800, June 2002 See Reverse for Instructions
7004 0810 0003 3312 7414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Sent To Dr. Arthur Tucker, Superintendent
Street, Apt. No.; or PO Box No. 4907 Dollarway Rd
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Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772
Sent To Mr. Danny Hazelwood
Street, Apt. No.; or PO Box No. 4100 Camden Rd
City, State, ZIP+4 Pine Bluff AR 71603
PS Form 3800, June 2002 See Reverse for Instructions
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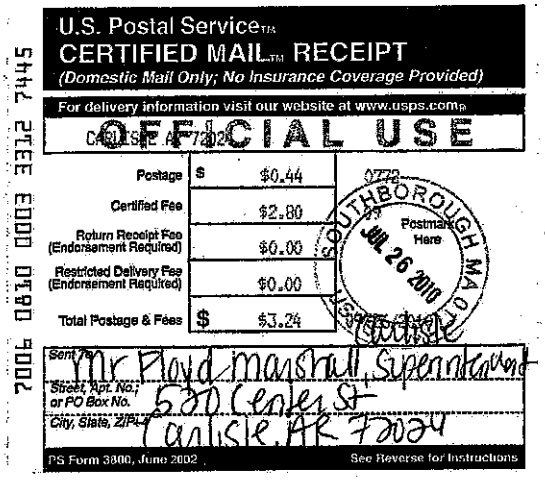
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Sent To Mr Floyd Marshall, Superintendent
Street, Apt. No.; or PO Box No. 530 Center St
City, State, ZIP+4 Carlisle AR 72024
PS Form 3800, June 2002 See Reverse for Instructions
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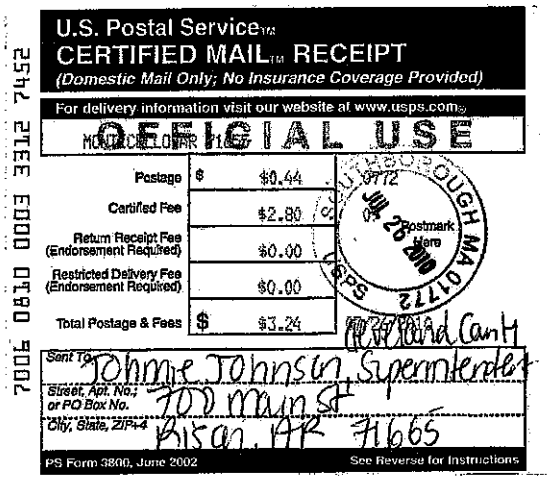
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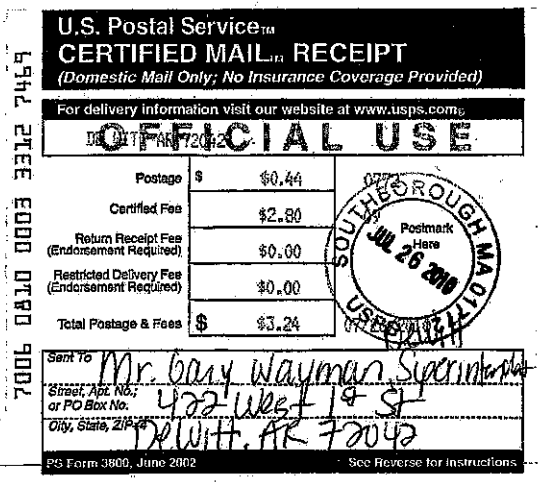
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772
Sent To Johnnie Johnson, Superintendent
Street, Apt. No.; or PO Box No. 700 Main St
City, State, ZIP+4 Bison AR 71665
PS Form 3800, June 2002 See Reverse for Instructions
7004 0810 0003 3312 7452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Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772
Sent To Mr. Gary Wayman, Superintendent
Street, Apt. No.; or PO Box No. 422 West 1st St
City, State, ZIP+4 DeWitt AR 72042
PS Form 3800, June 2002 See Reverse for Instructions
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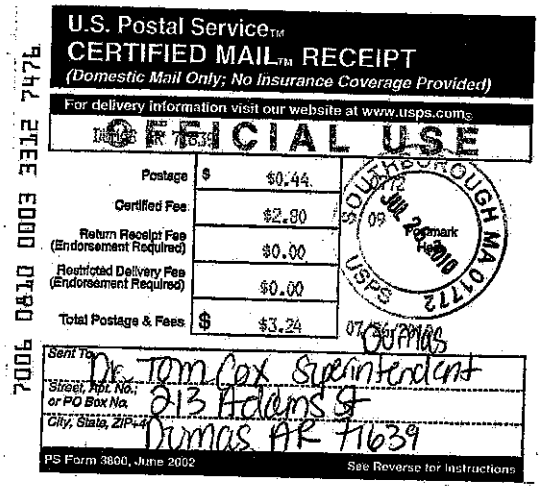

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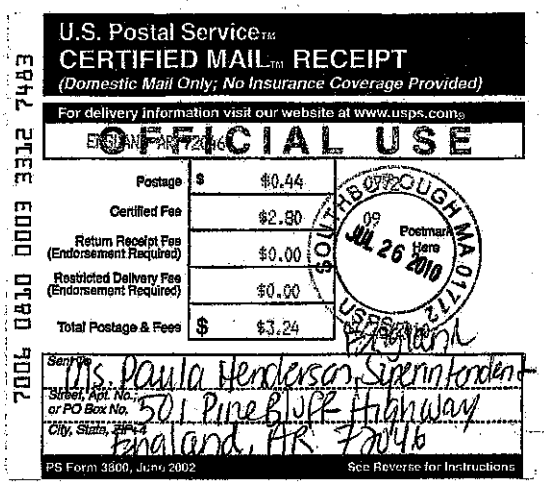
Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Dr. Tom Cox, Superintendent
Street, Apt. No., or PO Box No.: 213 Adams St
City, State, ZIP+4: Dumas, AR 71639
PS Form 3800, June 2002 See Reverse for Instructions
7006 0810 0003 3312 7476



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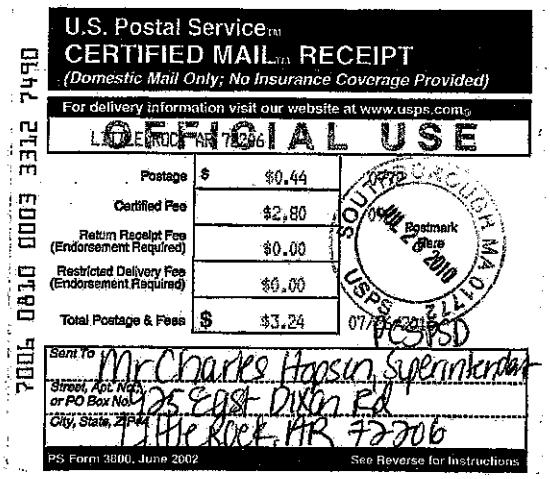
Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Mrs. Paula Henderson, Superintendent
Street, Apt. No., or PO Box No.: 501 Pine Bluff Highway
City, State, ZIP+4: England, AR 72046
PS Form 3800, June 2002 See Reverse for Instructions
7006 0810 0003 3312 7483



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Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Mr Charles Hopson, Superintendent
Street, Apt. No., or PO Box No.: 25 East Dixon Rd
City, State, ZIP+4: Little Rock, AR 72206
PS Form 3800, June 2002 See Reverse for Instructions
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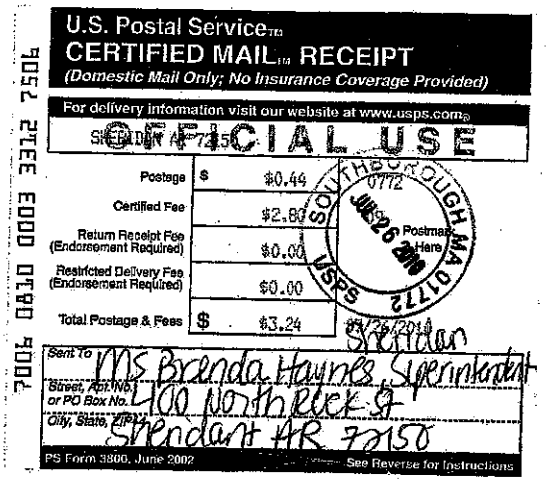

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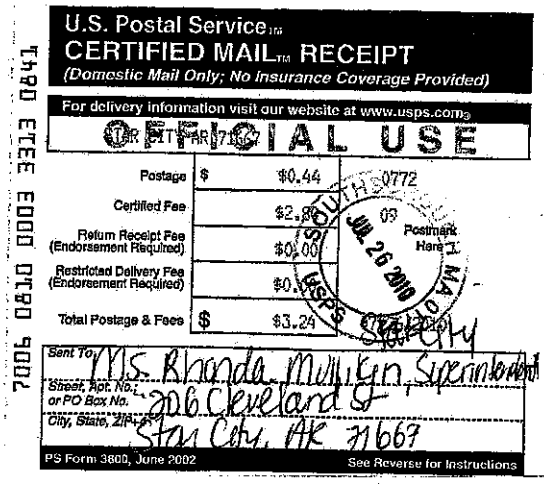
Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Ms Brenda Haynes, Superintendent
Street, Apt. No., or PO Box No.: 400 North Rock St
City, State, ZIP+4: Sheridan AR 72150
PS Form 3800, June 2002 See Reverse for Instructions
7006 0810 0003 3312 7506



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Restricted Delivery Fee (Endorsement Required) $0.00
Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Ms. Rhonda Mullikin, Superintendent
Street, Apt. No., or PO Box No.: 206 Cleveland St
City, State, ZIP+4: Star City, AR 71667
PS Form 3800, June 2002 See Reverse for Instructions
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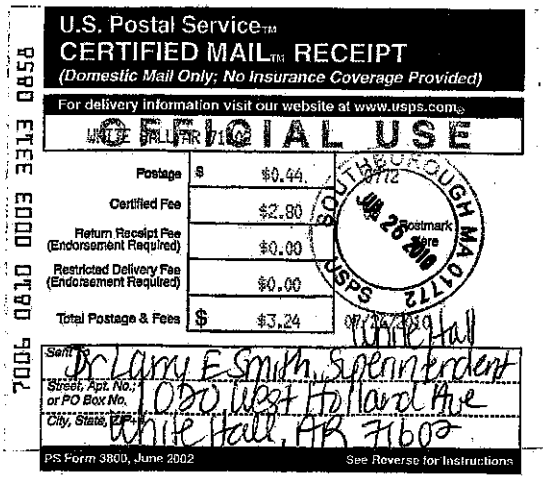

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Total Postage & Fees $3.24
Postmark Here JUL 26 2010 SOUTHBOROUGH MA 01772 USPS
Sent To: Dr Larry E Smith, Superintendent
Street, Apt. No., or PO Box No.: 1020 West Holland Ave
City, State, ZIP+4: White Hall, AR 71602
PS Form 3800, June 2002 See Reverse for Instructions
7006 0810 0003 3313 0858

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7004 0810 0003 3313 0865

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Total Postage & Fees	$ $3.24

SOUTHBOROUGH MA 01772 USPS 0772 JUL 28 2010 Postmark

07/24/2010

Sent To Mr Billy Williams, Superintendent Woodlawn

Street, Apt. No.; or PO Box No. 6760 Highway 63

City, State, ZIP+4 Rison, AR 71665

PS Form 3800, June 2002 See Reverse for Instructions

Attachment 1C: Curriculum Map Sample

GRADE 3 JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL 2010 - 2011

Module 2 Start: 9/27/2010 Teaching Days: 25 Test: 11/3/2010 Remediation Days: 1 End: 11/4/2010

Student Learning Expectation		Task Analysis	Vocabulary	Materials / References
1. Enduring Understanding - The base 10 number system is based on groups of 10.				
1a. Essential Question - What strategies can be used to read and compare large numbers?				
NO.1.3.2	Use the place-value structure of the base ten number system and be able to represent and compare whole numbers including thousands, (using models, illustrations, symbols, expanded notation and problem solving) (Ex. 2,308 ___ 2,038)	*use manipulatives to show and to compare whole numbers including thousands *illustrate to show and to compare whole numbers including thousands *use symbols to show and to compare whole numbers including thousands *use expanded notation to write and to compare whole numbers including thousands *solve real-world problems by applying knowledge of showing and comparing whole numbers including thousands	compare represent place value thousands expanded notation models base ten symbols comma	22, 27, 31
2. Enduring Understanding - Flexible methods of computation involve grouping numbers in a variety of ways.				
2a. Essential Question - What strategies can be used for finding sums and differences?				
NO.3.3.1a	Develop, with and without appropriate technology, computational fluency, in multi-digit addition through 999 using contextual problems: develop strategies for adding numbers and estimate sums in appropriate situations.	*use addition strategies to estimate and solve contextual problems through 999 (strategies may include mental math, composing and decomposing numbers, rounding, estimation, compatible numbers, partial-sums) *use technology to solve contextual problems using addition	sum estimation rounding multi-digit addends compatible numbers mental math composing numbers decomposing numbers	Ongoing problem solving; use additional resources (Quizbuilder, ACTAAP) and practice
NO.3.3.1b	Develop, with and without appropriate technology, computational fluency, in multi-digit subtraction through 999 using contextual problems: develop strategies for subtracting numbers and estimate differences in appropriate situations.	*use subtraction strategies to estimate and solve contextual problems through 999 (strategies may include mental math, composing and decomposing numbers, compatible numbers, compensatory numbers, rounding, counting up, partial differences, same-change rule) *use technology to solve contextual problems using subtraction	difference estimation rounding multi-digit mental math composing numbers decomposing numbers	Ongoing problem solving; use additional resources (Quizbuilder, ACTAAP) and practice
3. Enduring Understanding - Currency amounts can be grouped and exchanged to solve problems.				
M.13.3.6b	Apply money concepts in contextual situations up to $10 (Ex. compare money)	*determine the value of sets of money *compare values of money up to $10 *develop strategies for solving money problems in context	decimal point dollar sign currency compare value	13, 23, 36, 78
4. Enduring Understanding - Place value patterns are repeated in large numbers.				
4a. Essential Question - How are place value patterns repeated in large numbers?				

NO.1.3.1	Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers (Ex. 352 = 300 + 50 + 2; 300 + 25 + 25 + 2; 150 + 150 + 50 + 2, etc.)	*decompose (break apart) whole numbers into smaller units *compose (put together) a set of numbers to form a whole number *show whole numbers in expanded form and standard form, and recognize that they are equivalent	equivalent whole number place value digit expanded form standard form ones tens hundreds thousands compose decompose	22, 27
A.4.3.1	Count forward and backward when given a number less than or equal to 1000 (Ex. ____, 399,___, 401)	*count forward from any given number (up to 1000) in written or oral form *count backward from any given number to (up to and including 1000) in written or oral form	forward backward	4, 6,, 7, 12, 23
5. Enduring Understanding - Organization of information shows relationships.				
5a. Essential Question - How can the next step in a pattern be found?				
A.4.3.4c	Use growing geometric patterns to solve problems	*extend a variety of growing geometric patterns	growing patterns geometric patterns extend	12, 23, 24, 29, 70-1
6. Enduring Understanding - Elapsed time is the measure of the duration of an event.				
6a. Essential Question - What is the difference between length of time and time of day?				
M.12.3.2a	Recognize that 60 minutes equals 1 hour	*recognize that 60 minutes equals one hour	minute hour	39, Math Meetings
M.12.3.2b	Recognize that a day is divided into A.M. and P.M.	*recognize that a day is divided into A.M. and P.M. *recognize that 4:00 A.M. is not the same time as 4:00 P.M.	A.M. (Ante-Meridian) P.M. (Post-Meridian)	39, Math Meetings
7. Enduring Understanding - Currency amounts can be grouped and exchanged to solve problems.				
M.13.3.5	Determine the value of money up to $10	*state the value of bills ($1, $5, $10) *state the value of coins *count coins (count by 50's, 25's, 10's, 5's, 1's) *count dollars *sort money to prepare to count *count money	dollar bill five-dollar bill ten-dollar bill dime nickel penny quarter half dollar value currency	13, 22, 23, 36, 79
8. Enduring Understanding - Organization of information shows relationships.				
8a. Essential Question - How can the next step in a pattern be found?				

A.4.3.4a	Use repeating numeric or geometric patterns to solve problems.	*use repeating numeric patterns to solve problems Ex. use place value to look for repeating numeric patterns on a 100s chart *use repeating geometric patterns to solve problems	repeating patterns numeric patterns geometric patterns extend	12, 23, 24, 29, 70-1
A.4.3.4b	Use growing numeric patterns to solve problems	*use growing numeric patterns to solve problems Ex. 1, 2, 4, 7, 16 4, 8, 12, 16, 20, 24 *differentiate between a repeating and a growing pattern	growing patterns numeric patterns extend	12, 23, 24, 29, 70-1
9. Enduring Understanding - Organization of information shows relationships.				
9a. Essential Question - What are some ways to organize data?				
DAP.14.3.1e	Collect, organize, display and describe simple data using bar graphs	*describe a bar graph (vertical and horizontal) *collect and sort data *decide how to display data *organize and display data using a bar graph (vertical and horizontal) *label and title the bar graph (also add vertical and horizontal labels) *describe data in the bar graph	survey collect data bar graph (vertical and horizontal) organize display describe	2, 30, 40; will require additional practice and resources (Quizbuilder, etc.)
10. Enduring Understanding - Organization of information shows relationships.				
10a. Essential Question - What are some ways to organize data?				
DAP.14.3.1a	Design a survey question after being given a topic	*identify what a survey is *design a question from the given topic	survey question topic data	2, 30, 40; will require additional practice and resources (Quizbuilder, etc.)
DAP.14.3.1b	Collect, organize, display and describe simple data using frequency tables	*describe a frequency table *collect and sort data *decide how to display data *organize and display data using a frequency table *label and title the frequency table *describe data in the frequency table	survey collect data frequency table organize display describe tally mark	2, 30, 40; will require additional practice and resources (Quizbuilder, etc.)
DAP.14.3.1c	Collect, organize, display and describe simple data using line plots	*describe a line plot *collect and sort data *decide how to display data *organize and display data using a line plot *label and title the line plot *describe data in the line plot	survey collect data line plot organize display describe	2, 30, 40; will require additional practice and resources (Quizbuilder, etc.)

DAP.14.3.1d	Collect, organize, display and describe simple data using pictographs	*describe a pictograph *collect and sort data *decide how to display data *organize and display data using a pictograph *label and title the pictograph *add a key to the pictograph *describe data in the pictograph	survey collect data pictograph key organize display describe	2, 30, 40; will require additional practice and resources (Quizbuilder, etc.)
11. Enduring Understanding - The choice of measurement tools depends on the measurable attribute and the degree of precision required.				
11a. Essential Question - What determines the choice of a measurement tool?				
M.13.3.7	Read temperatures on Fahrenheit and Celsius scales in intervals of two and five	*recognize whether it is a Fahrenheit or Celsius thermometer by looking at the label *count by 2's and 5's *read temperature on Fahrenheit and Celsius scales	temperature Fahrenheit Celsius degree	18, 29, 46
12. Enduring Understanding - Both common and decimal fractions can represent fractional parts.				
12a. Essential Question - How are numbers that represent fractional parts compared?				
NO.1.3.5	Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity	*use different size models to represent a whole to show, for example, that 1/2 of a miniature Hershey bar is less than 1/2 of a jumbo Hershey bar or that there are more M&Ms in 1/4 of a regular sized bag of M&Ms than in 1/4 of a miniature sized bag of M&Ms	quantity whole set fractions size	21, 24, 25
Miscellaneous				
M.13.3.3	Express time to the half hour and quarter hour using the terms half-past, quarter after, quarter until	*define quarter hour as 1/4 hour *define quarter hour as 15 minutes *identify that four quarters equals one whole (as related to fractions) *define half hour as 1/2 hour *define half hour as 30 minutes *identify that two halves equals one whole (as related to fractions) *use quarter after, quarter until, and half-past when communicating time	quarter hour half hour half-past quarter until quarter after quarter of quarter to	1, 4, 39, 71
20 SLEs				End of Module 2

Attachment 1D: Procedure Manual Contents and Sample Procedure

Lighthouse School Procedure Manual
Table of Contents

Accounting Procedures
Section 1 .....Requisitions & purchase orders
Section 2.....Procurement of goods and contracted services
Section 3.....Receiving and returning goods
Section 4.....Invoice processing payment
Section 5.....Employee reimbursements
Section 6.....Check request form
Section 7.....Cash collections
Section 8.....Deposits
Section 9.....Food program-determine eligibility
Section 10.....Food program-operations
Section 11.....Grants and grant reporting
Section 12.....Grant reimbursements
Section 13.....Inventory and depreciable fixed assets
Section 13a.....Inventory Major Up fit
Section 13b..... Inventory End of Year Validation
Section 13c.....Textbooks inventory and distribution
Section 13d.....Textbook refill orders
Section 14a.....Banking board accounts
Section 14b.....Banking operations account
Section 14c.....Banking payroll account
Section 14d.....Banking imprest account
Section 14e.....Banking student activity account
Section 15.....Monthly closing
Section 16.....Preparation of monthly cash flow report
Section 17.....Budget process
Section 18.....Year end school audit
Section 19.....Student Activities (2)

General Office Procedures
Section 1.....Customer service
Section 2.....Office mail
Section 3.....Ordering school office supplies
Section 4.....Server file backup
Section 5.....Key storage
Section 6.....Paper file management
Section 7.....Electronic file management
Section 8.....School travel
Section 9.....Conference calls
Section 10.....Procedure revisions

Human Resources Procedures

Section 1.....Staff recruitment
Section 2.....Offer letters
Section 3.....New hire documentation
Section 4.....Form I9
Section 5.....Teacher permits
Section 6.....Background checks
Section 7.....Unfavorable background checks
Section 8.....Benefits enrollment
Section 9.....LOA and insurance premium
Section 10.....Information changes
Section 11.....Employee reviews
Section 12.....Employment posters
Section 13.....Payroll and timesheets
Section 14.....Employee due process
Section 15.....Employee termination
Section 16.....Equipment off site
Section 17.....Compliance with FERPA
Section 18.....Compliance with FOIA
Section 19.....Request for reasonable accommodations
Section 20.....Substitute procedure

Student Procedures

Section 1.....Student enrollment
Section 2.....Student attendance
Section 5.....Student injury and misconduct
Section 6.....Student withdrawal

SAMPLE PROCEDURE FOR PROCUREMENT of GOODS and CONTRACTED SERVICES

I. Purchase Orders, Procurement, Contracted Services

Purpose: Procedures used in obtaining best price and quality of goods to be purchased. Depending on the cost, obtaining quotes or a formal bid process may be implemented with the assistance of the Director of Finance & Procurement. A procedure for preparing and approving contracts for services is described.

Functional Lead

- Office Manager/Business Manager

Notes

- Procurement rules for textbooks vary by State. Purchasing of additional copies of an existing textbook does require quotes/bids. Purchasing a new textbook series must follow the procurement process below.
- If contract services are being procured for asbestos containing building materials (ACBM) treatment and/or work in which the contractor will be working around

ACBM, Office Manager will then refer to the AHERA management plan for documentation that must be acquired and/or processed.

- ❖ Capital Improvement Projects in Arkansas over $20,000 additional requirements. Please consult the DOFP on this matter.

II. Related Policies and Procedures:

- ❖ Purchase Requisitions and Orders

III. Technical Assistance:

- ❖ Regional Director
- ❖ Director, Finance & Procurement (DOFP)-CFM

IV. Administering Policy:

#	Responsibility	Procedures For Procurement Of Goods And Contracted Services
1.	Office Manager/Business Manager	When the value of the purchase is estimated to be under $5,000: ▪ The quantity sought must be determined. ▪ The quality sought must be described. ▪ More than one quotation should be obtained when possible to ensure best price. ▪ A firm price must be obtained. ▪ Obtain estimate of shipping prices. ▪ The requisition process must be followed once the vendor is selected.
2.	Principal	When the value of the purchase is estimated to be above $5,000 contact the Regional Director to determine the need and to coordinate with CFM.
3.	DOFP	▪ Will develop a written statement of quantity, quality, delivery, terms of payment, and insurance requirements, if applicable. ▪ Send the description to three (3) vendors. ▪ Request a firm bid in writing agreeing to provide supply/services at the price and terms specified. The bid may be lump sum, hourly, or daily. The vendor must specify in writing any additional costs/expenses. ▪ Obtain three (3) written quotations and send to the school for review. The school will select the lowest or best price and attach quotes to requisitions.

		▪ For amounts exceeding $25,000 an open bid process must be followed. The request for bids must be advertized in a least one paper one time. Note: In Arkansas the notice must be in a paper having state wide circulation. ▪ Vice President Finance (VPF) must verify funding source prior to ordering item(s) in excess of $25,000 ▪ VPF will be notified of textbook cost prior to order submission
4.	Office Manager/Business Manager	After selecting vendor follow procedures in "Purchase Orders".

#	**Responsibility**	**Procedure for Contracted Services**
1.	Principal	Services shall follow the same procedures described under the above "Procurement" section.
2.	Office Manager/Business Manager	Draft agreement, using consulting agreement template and consult with Regional Director about any questions. ▪ Consultant's name and full address ▪ Consultant's project or responsibilities – in detail ▪ Compensation to be paid to Consultant – based on hours? Based on project? ▪ Expenses to be reimbursed to Consultant, if any ▪ Maximum amount to be paid to Consultant ▪ End date of Consultant's work ▪ Follow PO Procedure
3.	Office Manager/Business Manager	Have the agreement signed by the Principal and the Consultant. The signed consulting agreement should be filed in a consulting file at the school. A copy of the agreement should then be sent to the LHA Staff Accountant. The Consultant should be given a copy. The consultant must complete Form W-9, required by the IRS.
4.	Staff Accountant	Once the agreement is received by the LHA Staff Accountant, invoices for services shall be processed as an account payable.

5.	Principal	Approved invoices will be submitted to Lighthouse Academies in the same manner as a packing slip (See Receiving Goods procedure.) The Consulting Agreement should be used where applicable. The scope of work from the consulting agreement can be used as the receiving ticket. (Note: Some are subject to procurement procedures in some states.) When issuing a Consulting Agreement make sure W-9 tax form accompanies the consulting agreement.

REQUIRED ATTACHMENTS

Attachment 2: School Calendar and Daily Schedule

Proposed Calendar

Pine Bluff Lighthouse Charter School **2011-2012**

July 2011

Su	M	Tu	W	Th	F	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						

August 2011

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

September 2011

Su	M	Tu	W	Th	F	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	

October 2011

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

November 2011

Su	M	Tu	W	Th	F	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			

December 2011

Su	M	Tu	W	Th	F	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

January 2012

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

February 2012

Su	M	Tu	W	Th	F	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			

March 2012

Su	M	Tu	W	Th	F	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		31

April 2012

Su	M	Tu	W	Th	F	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					

May 2012

Su	M	Tu	W	Th	F	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		

June 2012

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

http://www.vertex42.com/calendars/

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Date	Event or Holiday
7/25-7/29	LHA Annual Summit
8/1-8/12	Professional Development/Home Visits
8/15	First Day of School
9/2	Professional Development
9/5	No School: Holiday: Labor Day
10/10	Columbus Day
10/20	First Quarter Ends (47 Days)
10/28	Parent/Teacher Conferences; Early Dismissal
11/4	Professional Development: No School
11/11	No School: Holiday: Veterans Day
11/23-11/25	No School: Holiday: Thanksgiving
12/25	Christmas Day
12/19-12/30	Winter Break
1/1	New Year's Day
1/13	Second Quarter Ends (47 Days)
1/20	Parent/Teacher Conferences; Early Dismissal
2/20	President's Day
3/19-3/23	Spring Break
3/30	Third Quarter Ends (47 Days0
4/5	Parent/Teacher Conferences; Early Dismissal
4/6	No School: Good Friday
5/25	Professional Development; No School
5/28	Memorial Day
6/12	Last Day of School

Daily Schedule

DAILY SCHEDULE FOR CLASSROOM TEACHERS

Time slots: 8:00 AM, 8:05 AM, 8:10 AM, 8:15 AM, 8:20 AM, 8:25 AM, 8:30 AM, 8:35 AM, 8:40 AM, 8:45 AM, 8:50 AM, 8:55 AM, 9:00 AM, 9:05 AM, 9:10 AM, 9:15 AM, 9:20 AM, 9:25 AM, 9:30 AM, 9:35 AM, 9:40 AM, 9:45 AM, 9:50 AM, 9:55 AM, 10:00 AM, 10:05 AM, 10:10 AM, 10:15 AM, 10:20 AM, 10:25 AM, 10:30 AM, 10:35 AM, 10:40 AM, 10:45 AM, 10:50 AM, 10:55 AM, 11:00 AM, 11:05 AM, 11:10 AM, 11:15 AM, 11:20 AM, 11:25 AM, 11:30 AM, 11:35 AM, 11:40 AM, 11:45 AM, 11:50 AM, 11:55 AM, 12:00 PM, 12:05 PM, 12:10 PM, 12:15 PM, 12:20 PM, 12:25 PM, 12:30 PM, 12:35 PM, 12:40 PM, 12:45 PM, 12:50 PM, 12:55 PM, 1:00 PM, 1:05 PM, 1:10 PM, 1:15 PM, 1:20 PM, 1:25 PM, 1:30 PM, 1:35 PM, 1:40 PM, 1:45 PM, 1:50 PM, 1:55 PM, 2:00 PM, 2:05 PM, 2:10 PM, 2:15 PM, 2:20 PM, 2:25 PM, 2:30 PM, 2:35 PM, 2:40 PM, 2:45 PM, 2:50 PM, 2:55 PM, 3:00 PM, 3:05 PM, 3:10 PM, 3:15 PM, 3:20 PM, 3:25 PM, 3:30 PM, 3:35 PM, 3:40 PM, 3:45 PM, 3:50 PM, 3:55 PM, 4:00 PM

Class										
KA	Morning Meeting	ELA Block	DEAR	Recess/Lunch	Social Studies/Science	WW	C/E	Math Block	Encore	Closing Circle
KB	Morning Meeting	ELA Block	DEAR	Recess/Lunch	Social Studies/Science	WW	C/E	Math Block	Encore	Closing Circle
1A	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block	Encore	Social Studies/Science	Closing Circle
1B	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block	Encore	Social Studies/Science	Closing Circle
1C	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block	Encore	Social Studies/Science	Closing Circle
1D	Morning Meeting	ELA Block	C/E	ELA	Recess/Lunch	DEAR	Math Block	Encore	Social Studies/Science	Closing Circle
2A	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block	DEAR	C/E	Social Studies/Science	Closing Circle
2B	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block	DEAR	C/E	Social Studies/Science	Closing Circle
2C	Morning Meeting	ELA Block	Encore	ELA	Recess/Lunch	Math Block	DEAR	C/E	Social Studies/Science	Closing Circle
3A	Morning Meeting	ELA Block	Math Block	Recess/Lunch	DEAR	Encore	Social Studies/Science	C/E	Closing Circle	
3B	Morning Meeting	ELA Block	Math Block	Recess/Lunch	DEAR	Encore	Social Studies/Science	C/E	Closing Circle	
3C	Morning Meeting	ELA Block	Math Block	Recess/Lunch	DEAR	Encore	Social Studies/Science	C/E	Closing Circle	
4A	Morning Meeting	ELA Block	Math Block	Recess/Lunch	DEAR	Social Studies/Science	C/E	Encore	Closing Circle	
4B	Morning Meeting	ELA Block	Math Block	Recess/Lunch	DEAR	Social Studies/Science	C/E	Encore	Closing Circle	

	8:00 AM – 8:10 AM	8:15 AM – 8:45 AM	8:50 AM – 9:00 AM	9:05 AM – 9:50 AM	9:55 AM – 10:40 AM	10:45 AM – 11:30 AM	11:35 AM – 12:05 PM	12:10 PM – 12:20 PM	12:25 PM – 1:10 PM	1:15 PM – 3:40 PM	3:45 PM – 4:00 PM
5A	CPR	C/E	DEAR	Encore	Math/Science Block				Recess/Lunch	ELA/SS Block	Closing Circle
5B	CPR	C/E	DEAR	Encore	ELA/SS Block				Recess/Lunch	Math/Science Block	Closing Circle
6A	CPR	Math/Science Block				Encore	C/E	DEAR	Recess/Lunch	ELA/SS Block	Closing Circle
6B	CPR	ELA/SS Block				Encore	C/E	DEAR	Recess/Lunch	Math/Science Block	Closing Circle

**Encore time is time spent with specialist teachers such as Art, Music or with local Arts Partners.

** C/E stands for Core/Enrichment. This is a time during the day when students receive specialized instruction to either build skills that are missing or to challenge students that are performing above grade level.

Attachment 3: Facility Use Agreement – Not applicable

Not applicable.

Attachment 4: Proposed Budget (using template as provided)

Public Charter School Application

Estimated Budget Worksheet

Pine Bluff Lighthouse Charter School

Line#	Revenues	Amount	Total	
1	State Public Charter School Aid:			
2	No. of Student (219) x $6,023.00 State Foundation Funding		$1,319,037.00	
3	No. of Student (219) x $41.33 Professional Development		$9,051.27	
4	No. of Student (219) x $ 992 NSLA Funding		$184,660.80	
5	Total State Charter School Aid		$1,512,749.07	
6				
7	Other Sources of Revenues:			
8	Private Donations or Gifts			
9	Federal Grants (List the amount)	$450,000.00		If grants are not received FFE would be financed
10	Special Grants (List the amount)			
11	Other (meal & uniform sales)	$30,000.00		
12	Total Other Sources of Revenues		$480,000.00	
13				
14	TOTAL REVENUES		$1,992,749.07	

	Expenditures	Amount	Total	
	Administration:			
	Salaries: *(No. of Positions 2.0)*	$140,000.00		School Leader and DOI
	Fringe Benefits	$39,200.00		
	Purchased Services	$150,000.00		Purchased Services (PS) - LHA management contract
	Supplies and Materials	$20,000.00		Supplies (S) - office supplies and LHA start up reimbursables
	Equipment	$10,000.00		Computers, printers, file cabinets and office equipment
	Other *(Describe)*		$359,200.00	
	Regular Classroom Instruction:			
	Salaries: *(No. of Positions 13.0)*	$473,000.00		Nine classroom teachers; 2 specialists; 1 Title 1; 2 Paras and 1 Teacher Leader Fellow
	Fringe Benefits	$132,440.00		
	Purchased Services	$94,000.00		PS - Professional Development, visiting artist, assessment/data services, telecommunications
	Supplies and Materials	$167,500.00		S - classroom supplies, textbooks(125,000), field trips(10,000), copy & printing, postage (12,500)

31	Equipment	$185,000.00		Purchase FFE: classroom furniture, computers, server, wireless network and related equipment
32	Other: Bonus fund for academic success	$10,000.00	$1,061,940.00	
33	(Budget Continued)			
34	Special Education:			
35	Salaries: *(No. of Positions 2.0)*	$80,000.00		2 Special needs teachers
36	Fringe Benefits	$22,400.00		
37	Purchased Services			
38	Supplies and Materials	$4,000.00		Supplementary materials
39	Equipment			
40	Other *(Describe)*		$106,400.00	
41				
42	Gifted and Talented Program:			
43	Salaries: *(No. of Positions 0.0)*			
44	Fringe Benefits			
45	Purchased Services			
46	Supplies and Materials			
47	Equipment			
48	Other *(Describe)*			
49				
50	Alternative Education Program:			

51	Salaries: *(No. of Positions 0.0)*			
52	Fringe Benefits			
53	Purchased Services			
54	Supplies and Materials			
55	Equipment			
56	Other *(Describe)*			
57				
58	Guidance Services:			
59	Salaries: *(No. of Positions 1.0)*			
60	Fringe Benefits	$0.00		
61	Purchased Services	$30,000.00		PS - OT/PT/Speech Therapy/Assessments for Child Find and IDEA
62	Supplies and Materials	$2,000.00		
63	Equipment			
64	Other *(Describe)*		$32,000.00	
65				
66	Health Services:			
67	Salaries: *(No. of Positions 0.5)*	$19,000.00		Part time nurse
68	Fringe Benefits	$5,320.00		
69	Purchased Services			
70	Supplies and Materials	$2,400.00		Consumables
71	Equipment	$3,500.00		Refrigerator, couch, locked medicine cabinet, desk and chair, scale and

				misc
72	Other *(Describe)*		$30,220.00	
73	(Budget Continued)			
74	Media Services:			
75	Salaries: *(No. of Positions 0.0)*			
76	Fringe Benefits			
77	Purchased Services			
78	Supplies and Materials			
79	Equipment			
80	Other *(Describe)*			
81				
82	Fiscal Services:			
83	Salaries: *(No. of Positions 0.0)*			
84	Fringe Benefits			
85	Purchased Services	$63,000.00		PS - Accounting, Audit, Legal
86	Supplies and Materials	$5,000.00		S - general supplies
87	Equipment			
88	Other *(Describe)*		$68,000.00	
89				
90	Maintenance and Operation:			
91	Salaries: *(No. of Positions 0.0)*			
92	Fringe Benefits			

93	Purchased Services			PS - charter management contract, landscape, cleaning contract, repairs, and waste removal
94	(include utilities)	$88,000.00		
95	Supplies and Materials	$10,000.00		S - general supplies for building
96	Equipment			E - FFE Lease
97	Other *(Annual Lease)*		$98,000.00	
98				
99	Pupil Transportation:			
100	Salaries: *(No. of Positions 0.0)*			
101	Fringe Benefits			
102	Purchased Services	$60,000.00		2 bus routes
103	Supplies and Materials			
104	Equipment			
105	Other *(Describe)*			
106				
107	Food Services:			
108	Salaries: *(No. of Positions 1.0)*	$22,000.00		
109	Fringe Benefits	$6,160.00		
110	Purchased Services	$100,000.00		PS - food service contract
111	Supplies and Materials			
112	Equipment			

113	Other *(Describe)*		$128,160.00	
114	(Budget Continued)			
115	Data Processing:			
116	Salaries: *(No. of Positions 1.0)*	$35,000.00		Office Manager
117	Fringe Benefits	$9,800.00		
118	Purchased Services			
119	Supplies and Materials			
120	Equipment	$10,000.00		Computer, office, copier lease and other misc. equipment
121	Other *(Describe)*		$54,800.00	
122				
123	Substitute Personnel:			
124	Salaries: *(No. of Positions___)*	$9,100.00		
125	Fringe Benefits	$1,970.15	$11,070.15	
126				
127	Facilities			
128	Lease/Purchase (contract for one total			
129	year including facility upgrades)	$275,000.00		Lease or payments on building
130	*Please list upgrades:*			
131				
132	Utilities (contract for one total year			Utilities
133	including facility	$60,000.00		

	upgrades)		
134	Insurance (contract for one total year		
135	including facility upgrades)		
136	Property Insurance	$7,500.00	
137	Content Insurance	$7,500.00	
138			
139	Debt Expenditures:		
	Other Expenditures:		
140	Board Insurance	$5,000.00	
141	*(Uniforms)*	$20,000.00	$20,000.00
142	Contingency for Under enrollment	$20,000.00	$20,000.00
143	TOTAL EXPENDITURES		$1,989,790.15
	Balance		$2,958.92

Attachment 5: Proposed Salary Schedule for Administrative and Teaching positions

Principals					
Southern	Years Teaching	BA	MA	2nd Masters or JD/ PhD	National Board Certification
	0-3 Years	$75,000-$80,000	Add $2,000	Add $2,000	Add $2,500
	4-8 Years	$81,000-$86,000			
	9 or More Years	$97,000-$102,000			
Directors of Instruction					
Southern	Years Teaching	BA	MA	2nd Masters or JD/ PhD	National Board Certification
	0-3 Years	$50,000-$55,000	Add $2,000	Add $2,000	Add $2,500
	4-8 Years	$56,000-$62,000			
	9 or More Years	$63,000-$68,000			
Teacher Leader Fellows					
Southern	Years Teaching	BA	MA	2nd Masters or JD/ PhD	National Board Certification
	Level 1 Level 2	$5000 Stipend $7000 Stipend	Add $2,000	Add $2,000	Add $2,500

Southern Region: Teachers					
School	Years Teaching	BA	MA	2nd Masters or JD/ PhD	National Board Certification
PBLCS	0-3 Years	$30,000 - $32,000	Add $2,000	Add $2,000	Add $5,000[21]
	4-8 Years	$32,000 - $36,000			
	9 or More Years	$36,000 - $38,000			

Southern Region: Office Managers				
School	Years Teaching	High School Diploma	Associates Degree	BA
PBLCS	0-3 Years	$22,000 - $26,000	Add $2,000	Add $8,000
	4-8 Years	$26,000 - $30,000		
	9 or More Years	$30,000 - $35,000		
Southern Region: Business Managers				
School	Years Teaching	High School Diploma	Associates Degree	BA
PBLCS	0-3 Years	$26,000 - $28,000	Add $6,000	Add $12,000
	4-8 Years	$28,000 - $30,000		
	9 or More Years	$30,000 - $35,000		

[21] Funded by AR State grant program.

Southern Region: Paraprofessionals			
School	Years of Experience	HQ No BA	HQ with BA
PBLCS	0-3 Years	$18,000 - $20,000	$20,000 - $22,000
	4-8 Years	$20,000 - $22,000	$22,000 - $24,000
	9 or More Years	$22,000 - $24,000	$24,000 - $26,000

Southern Region: Food Services & Custodial				
School	Position	High School Diploma	Associates Degree	BA
PBLCS	Cafeteria Manager	$11/Hour	$13/Hour	$15/Hour
	Food Service Worker	$9/Hour	$10/Hour	$12/Hour
	Director of Maintenance	$12/Hour	$16/Hour	$18/Hour
	Custodian	$10/Hour	$12/Hour	$14/Hour

Attachment 6: Evidence of Status as Eligible Entity

STATE OF ARKANSAS

SECRETARY OF STATE

Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

LIGHTHOUSE ACADEMIES OF PINE BLUFF, INC.

filed in this office June 25, 2010 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 25th day of June 2010.

Charlie Daniels
Secretary of State

Arkansas Secretary of State - Document No.: 13774870002 - Date Filed: 06-25-2010 10:42 AM - Total Pages: 4

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

1: **The name of the corporation is:**
LIGHTHOUSE ACADEMIES OF PINE BLUFF, INC.

2: **The corporation is:** PUBLIC - BENEFIT CORPORATION

3: **Will this corporation have members:** NO

4: **Power of the corporation:**
A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007;
 NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE

INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C) (2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH

PURPOSES.

7: **Corporation's initial registered agent:**

Name	LIGHTHOUSE ACADEMIES OF ARKANSAS, INC.
Street Address	251 NORTH FIRST STREET
City:	JACKSONVILLE
State:	AR
ZIP:	72076-

8: **The name and address of each incorporator is as follows:**

Name 1	ANTHONY A. HILLIARD
Address 1	PO BOX 8509, PINE BLUFF, AR 71611
Name 2	
Address 2	
Name 3	
Address 3	
Name 4	
Address 4	
Name 5	
Address 5	
Name 6	
Address 6	
Name 7	
Address 7	
Name 8	
Address 8	
Name 9	
Address 9	
Name 10	

Address
10

Optional Info:
INITIAL DIRECTOR: MICHAEL B. RONAN 1661 WORCESTER ROAD SUITE 207 FRAMINGTON, MA 01701

Signature of an Incorporator:

ANTHONY A. HILLIARD

STATE OF ARKANSAS

SECRETARY OF STATE

Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Amendment

of

LIGHTHOUSE ACADEMIES OF PINE BLUFF, INC.

changing the name to

LIGHTHOUSE ACADEMIES OF PINE BLUFF ARKANSAS, INC.

filed in this office

June 25, 2010.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 25th day of June 2010.

Charlie Daniels
Secretary of State

Arkansas Secretary of State - Document No.: 13775930002 - Date Filed: 06-25-2010 01:08 PM - Total Pages: 2

Certificate of Amendment of a Non-Profit Corporation

LIGHTHOUSE ACADEMIES OF PINE BLUFF, AR,

corporation duly organized, created and existing under and by virtue of the laws of the State of Arkansas, by its Presiding Director or Officer,

DOES HEREBY CERTIFY:

At a meeting of the membership (or incorporators or board of directors)

which was held on: 06/25/2010

in the City of: PINE BLUFF, ARKANSAS,

the Articles of Incorporation of this corporation were amended

to read as follows:

CHANGE THE NAME TO
LIGHTHOUSE ACADEMIES OF PINE
BLUFF ARKANSAS, INC.

Check appropriate statement:

X I **If approval of the members was not required, a statement to that effect and a statement that the amendment was approved by a sufficient vote of the board of directors or incorporators;**

II **If approval by members was required:**

(a) **the designation, number of memberships outstanding, number of votes entitled to be cast by each class entitled to vote separately on the amendment, and the number of votes of each class indisputably voting on the amendment; and**

(b) **either the total number of votes cast for and against the amendment by each class entitled to vote separately on the amendment or the total number of undisputed votes cast for the amendment by each class and a statement that the number cast for the amendment by each class was sufficient for approval by that class.**

III **If the approval of the amendment by some person or persons other than the members, the board or incorporators is required pursuant to ? 4-33-1030, a statement that the approval was obtained.**

Date: 25th of June, 2010

{$delayed_message

Signature of Presiding Director: ANTHONY A. HILLIARD

Attachment 7: Evidence of Parental and Community Support

The Board of Directors has engaged a number of community leaders in a discussion about the need for a high quality public school choice in the Pine Bluff area.

Outreach efforts included:

- A meeting was held in November 2009 at The Arts and Science Center in Pine Bluff, Arkansas to introduce and discuss Lighthouse Academies, Inc. to key community members including Dr. Calvin Johnson, Dean of School of Education at the University of Arkansas at Pine Bluff; Anthony Hilliard, Attorney at Law; Joy Blankenship, Executive Director of Pine Bluff Downtown Development and the Executive Director of Arkansas' Land of Legends Travel Association and Janelle Powell, Executive Director of the Arts and Science Center.
- A meeting with the Pine Bluff Rotary Club in February 2010: Over 75 local business leaders were in attendance.
- A meeting with at the Alliance in July 2010 with Ms. Lou Ann Nesbitt, CEO and several other local community leaders including:
    - Joy Blankenship - Downtown Director
    - Darnell Hawkins - Writer/retired teacher
    - Robin Cline Simmons Bank
    - Sharon Burdine - Simmons Bank
    - Edna Morgan - First Methodist Church
    - Gene Hunt - Attorney
- The public hearing held on August 9.
- A meeting with the President and Vice President of Simmons Bank in August 10, 2010.
- Numerous conversations by Board members and local citizens.
- Meetings are scheduled for the week of August 23, 2010 with:
    - Mayor Carl Redus and City Council Member George Stepps as well as the rest of the City Council
    - George (Chuck) Morgan, President of Pine Bluff National Bank

Attached are 29 letters of support from: Simmons First National Corporation, The Alliance, Christopher Castoro (City Treasurer and Parks & Recreation Commission Chair), The Main Effort, Mayor of Wabbeseka, Teach For America, Jubilee Christian Center, Numbers 2 Numbers Inc., Patricia Anderson, Otis Gordon, Bevela Cooper, The Healing Place Ministries, Literacy Council for Jefferson County, Clarence Davis and 15 citizens of Pine Bluff.

Also attached is the sign in sheet from the Public Hearing and 182 signatures on a petition to support the school.

SIMMONS FIRST NATIONAL CORPORATION

J. THOMAS MAY
Chairman of the Board
Chief Executive Officer

August 19, 2010

Mr. Mike Ronan
President and CEO
Lighthouse Academies
1661 Worcester Road, Suite 207
Framingham, MA 01701

Dear Mr. Ronan:

We enjoyed visiting with you and Scott this past week and learning more about the Lighthouse group. Needless to say, we are very pleased that your company is interested in establishing a charter school in Pine Bluff, and I was especially pleased to here you speak to the mission and core values of the Lighthouse program. As I mentioned during the meeting, it is distressing to see the progress reports for many of our students graduating from high schools throughout Arkansas. Likewise, as a business leader, I am concerned about the level of remediation required for college bound students. If we are to ever break out of this educational hurdle, we must do something different. More of the same will produce more of the same and, while we have some great success stories in our local schools, we have many disappointments. I want to see more done and we are very excited that your program will give many kids that opportunity. Also, we hope that your success will create a challenge that will carry over to other schools throughout Arkansas. While we are supportive of our Public School System and our superintendent, we believe the kids deserve this option.

Based on the presentation, I believe your program will enable our kids to become better grounded in the basics and will create a discipline and a level of accountability that will better prepare the student for college without remediation or to meet the skill needed for high-tech jobs and careers of the information age. To me, it should be all about the kids and it is our responsibility to create a foundation of opportunity. As such, I am supportive of your program and am proud to write this letter in support of Pine Bluff's proposal to be the site of Arkansas's newest charter school.

Thank you for giving us an opportunity to present a case for Pine Bluff.

Sincerely,

J. Thomas May

JTM/rks

P. O. BOX 7009 501 MAIN STREET PINE BLUFF, AR 71611-7009 (870) 541-1000 www.simmonsfirst.com

Economic Development
THE ALLIANCE
of Jefferson County, Arkansas

▲Greater Pine Bluff Chamber of Commerce ▲Jefferson County Industrial Foundation ▲Pine Bluff/Jefferson County Port Authority
▲Arkansas River Regional Intermodal Facilities Authority ▲The Bioplex

July 22, 2010

Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201

RE: Lighthouse Academies Charter School for Pine Bluff

To Whom It May Concern:

I welcome this opportunity of writing a letter in support of the Lighthouse Academies proposal to open a Lighthouse Charter School in Pine Bluff.

Business leaders and residents have been working toward gaining such a quality school here for quite some time because these concerned parents, grandparents, and citizens know that a school that demands excellence offers hope. They recognize that a crisis exists in traditional public education in that too many students are not being fully grounded in the basics and, therefore, are not prepared for college without remediation or to meet the demands of high-tech jobs and careers. They know that rigorous academic standards result in across-the-board student achievement as well as confident students excited about learning who're reaching their potential and ready for higher education – and life.

A successful Lighthouse program here would put a generation of students on the path to success while at the same time changing some of the negative perceptions about our Delta city. The need is great here on so many levels, but the people themselves are wonderful.

We really hope you decide to grant the school's charter, and finally give us a chance to take advantage of this invaluable community development resource.

Sincerely,

Lou Ann Nisbett

Lou Ann Nisbett
President and CEO

\RGD

P.O. Box 5069, Pine Bluff AR 71611-5069 ▲ 510 Main Street, Pine Bluff AR 71601-4328
(870) 535-0110 ▲ Fax (870) 535-1643 ▲ Website: www.pinebluffchamber.com

1320 S. Poplar St.
Pine Bluff, AR 71601
August 16, 2010

Dr. Phillis Nichols Anderson
Vice President, Lighthouse Academies
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Anderson:

I am writing this letter in support of your efforts to bring the Lighthouse Academies charter school to the city of Pine Bluff, Arkansas.

I serve as City Treasurer and as the chair of the Parks and Recreation Commission. I am therefore very much involved in the political and economic life of this city. More importantly, as a volunteer Big Brother at Jack Robey Junior High school (in the Pine Bluff School District) and as a volunteer math tutor at the Adult Education Center of Jefferson County (affiliated with the Watson Chapel school district) I have seen first-hand how our public schools need a new model of excellence if we are to produce adults who will be able to take on the challenges of the 21st Century. I am particularly enthused about Lighthouse's emphasis on college preparation, and the use of the arts in teaching all subjects.

Please use this letter of support in your petition to the state Board of Education, and if there is anything further I can do to help make creation of this school a reality here in Pine Bluff, please do not hesitate to call on me.

Very truly,

Christopher Castoro
Home: 870-850-7587
Work: 870-850-7934

August 16, 2010

Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

RE: Lighthouse Academies Charter School in Pine Bluff

Dear State Department of Education:

Lighthouse Academies Charter School has expressed an interest in starting a Charter School in the Pine Bluff/Jefferson county area. I have had the pleasure of meeting with Mike Ronan from Lighthouse Academies on several occasions and have learned about the successes of this charter school and what they do to help with the preparatory education of the students that go there to learn. The communities that house the Lighthouse Academies will be the communities that will see achievement and success in the students that attend this school. Achievement and success of the student will result in a success in the community! I am very supportive of this school being in Pine Bluff, Arkansas.

I will work to help secure community support for this school being here as I believe that the Lighthouse Academies Charter School will make a great impact on the children and families of this community.

With warmest regards,

Joy Blankenship
Executive Director

Reinvesting in our future, Promoting our history.
110 North Pine · Pine Bluff, AR 71601 · Phone (870) 536-8742 · Fax (870) 536-8826
E-Mail: pbdowntown@sbcglobal.net

Mayor
Fred Culclager
Recorder Treasure
Judy Harden

Town of Wabbaseka
P.O. Box 141
Wabbaseka, AR 72175

Council Members
Michael Graydon Curtis Goodloe
Jimmy Flowers Geary Robinson
Jean Stone

August 18, 2010

RE: Letter of Support for LightHouse Academics

Dear Dr. Anderson:

As the mayor of Wabbaseka, Arkansas, we are in support of LightHouse Academics coming to PineBluff, Arkansas in Jefferson County.

Best regards,

Fred Culclager, Mayor
Wabbaseka, Arkansas

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

August 18, 2010

To whom it may concern:

Teach For America and Lighthouse Academies are dedicated to ensuring educational equity for all children in our country. Teach For America, like Lighthouse Academies, believes that children in low-income communities can and will achieve at the same levels as their counterparts when they have access to a quality education, and are working to ensure that it happens. Our shared approach to solving the achievement gap is two-fold: we begin by staffing our schools with excellent teachers, and follow by cultivating school leaders who have a vision for academic excellence, and are committed to working relentless until it is achieved. With this shared mission and approach in mind, Teach For America - Delta supports the expansion of Lighthouse Academies into the Pine Bluff, Arkansas area.

We offer our support because Lighthouse Academies' core values, mission and results accelerate our common efforts toward closing the achievement gap. We are interested in partnering with Lighthouse Academies in Pine Bluff, should an expansion happen in this area. This partnership would mean Teach For America is willing to recruit, train and support corps members to serve at Lighthouse Academies Pine Bluff campus, in order to ensure the academic excellence of Pine Bluff students. This would also mean working in collaboration with Lighthouse Academies to cultivate exceptional leaders for principal roles and other school leadership positions in the expanding network of schools, through our School Leadership Initiative.

Organizations like Teach For America and Lighthouse Academies working in tandem means better outcomes for children in Arkansas. We offer our support, willingness to partner, and continued efforts toward closing the achievement gap.

Sincerely,

Ron Nurnberg

Ron Nurnberg
Executive Director

AN AMERICORPS PROGRAM

229 South 9th, Suite 212 • Oxford, MS 38655 • t 662 234-6206 f 662 234-6404 • www.teachforamerica.org

Jubilee Christian Center

"HOME OF LIVING FAITH MINISTRIES"

August 4, 2010

Dr. Phillis Nichols Anderson
Vice President, Southern Region
Lighthouse Academies
251 N. First Street
Jacksonville, AR 72076

Dear Dr. Anderson:

I am in sincere support of Lighthouse Academies starting a charter school here in Pine Bluff. On the occasions I have met and spoken with you and Mr. Michael Ronan, I have been thoroughly impressed with the mission of Lighthouse Academies.

A charter school of such success, integrity, and professionalism will provide parents the opportunity to place their children in a public school in Pine Bluff that no doubt will greatly increase the productivity of their academic lives. It is an exciting time in our community as we look forward to the opening and operation of the Pine Bluff Lighthouse Charter School.

I commend you and your staff for the insight and opportunity to increase and expand the learning capabilities of our children. I look forward to working with you in this educational endeavor.

Sincerely,

Dr. R.J Lightsey II
Founder/Senior Pastor
Jubilee Christian Center

5103 W. Malcomb, Pine Bluff, AR 71602 Phone: (870) 267-1266 Fax: (870) 267-0266
Web Site: www.jubileechristiancenter.com

NUMBERS 2 NUMBERS, INC.

"Our Accounting Equals Professionalism and Integrity"

www.numbers2numbers.net

E-mail: sharen2n@cablelynx.com

August 18, 2010

Dr. Phillis Nichols Anderson
Vice President, Southern Region
Lighthouse Academies
251 North First Street
Jacksonville, AR 72076

Dear Dr. Anderson:

I have been a resident of Pine Bluff for 19 years and a business owner for 17 years. The education of our community's children has always been a concern to me. I believe it is imperative that our youth have every opportunity to experience creative avenues to learn and accomplish.

I am excited to hear that Lighthouse Academies is filing an application to establish a charter school in Pine Bluff and am writing this letter to show my support. There is no doubt the arts-infused program will close the achievement gap that has long existed. The charter school will definitely provide the distinct opportunity for our children to prepare for college at the earliest age possible. In addition, parents will be able to keep their children in a public school in our community.

Thank you for all you (and Lighthouse Academies President and CEO, Michael Ronan) are doing for Pine Bluff. Please do not hesitate to contact me if I can be of service in any other capacity.

Sincerely,

Sharen K. Lightsey

Sharen K. Lightsey
President & CFO

P. O. Box 2124 • Pine Bluff, AR 71613 •Phone: 870-536-4464 • Fax: 870-534-5105

Patricia Anderson
3006 S. Elm
Pine Bluff, AR 71603
August 8, 2010

Dr. Phillis Nichols Anderson
Vice President
Lighthouse Academies
251 N. First Street
Jacksonville, AR 72076

Regarding Charter School in Pine Bluff:

Dr. Anderson:

I was raised in Pine Bluff and I am writing to express my complete support for the proposed Pine Bluff Lighthouse Charter School.

I have grandchildren in the public school system and I look forward to the better learning experiences to be afforded through the Pine Bluff Lighthouse Charter School. Thank you for including this letter as proof of my support and interest.

Sincerely,

Patricia Anderson

Patricia Anderson

August 18, 2010

Arkansas State Board of Education

Dear Sir or Madam:

My name is Otis T. Gordon and I have been a resident of Pine Bluff, Arkansas for 5 years. I co-own three local businesses and have a family of three. When I first moved to Pine Bluff I heard a lot of negative feedback about the educational opportunities in this area. It concerned me and I wondered about whether this was the best place for the future of my children to accomplish their education goals.

I was recently introduced to Lighthouse Academies and their network of quality charter schools. When I learned of their desire to start a charter school in my community I was energized and excited.

I am in full support of the establishment of a charter school by Lighthouse Academies in Pine Bluff. I believe this will be an educational alternative for parents in our area that will benefit each and every child that takes advantage of the innovative and dedicated system that LHA schools provide.

Please approve the opening of this school for my community. I want this choice to be available for my children in the future and for my neighbors' children. If there is anything further I can do to encourage a vote of confidence to establish this school, please do not hesitate to let me know.

Thank you.

Sincerely,

Otis T. Gordon, M.D.
Vice-President/Co-Owner, Gastroenterology Associates of Southeast Arkansas, P.A.
Vice-President/Co-Owner, Pine Bluff Endoscopy Center, LLC
Vice-President/Co-Owner/Managing Member, ONON Properties, LLC

August 7, 2010

Phillis Nichols Anderson, Ed. D.
Vice President, Southern Region
Lighthouse Academies of Arkansas
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Anderson:

I am writing to express my support of the establishing of Pine Bluff Lighthouse Charter School. I am a resident of Pine Bluff and I am glad to hear about the school

I think it will be good for the children of our city to enhance their learning opportunities and I am in favor of the school being the institution to educate them. Hopefully, all will go well as you work to get the school opened.

Sincerely,

Bevela Cooper
1700 N. Haley Street
Apt. #3
Pine Bluff, AR 71602

The Healing Place Ministries

200 West Sixth Avenue
Pine Bluff, Arkansas 71601
870.535.0101 Phone
870.535.0103 Fax
healingplacem@sbcglobal.net

8309 Old Warren Rd.
Pine Bluff, AR 71603
August 18, 2010

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. Our need for help with minimizing illiteracy within our city is tremendous. It would be so wonderful to benefit from a charter school that can raise the reading level of our children, increase their capacity to pass math and science aptitude tests, and help them to be all that they can be. I am convinced that our children can learn with more rigorous instruction and maybe some additional days of school during the year. Charter schools have been proven to raise academic learning across our beautiful United States.

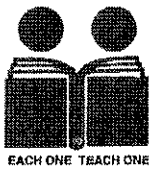
I believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Edna Morgan

Rev. Edna Morgan, President
Healing Place Ministries

"Many are the afflictions of the righteous, but the Lord delivereth him out of them all." Psalms 34:19



EDUCATION FOR LIFE

Literacy Council of Jefferson County

402 E. 5th • Pine Bluff, Arkansas 71601

Telephone (870) 536-READ (7323) • Fax 870-850-0984 • TDD 800/285-1131

August 18, 2010

Dr. Phillis Anderson,

I am in support of the Lighthouse Academies coming to Pine Bluff Arkansas.

Clarence Burnett Jr.
Director

A United Way Agency
EQUAL OPPORTUNITY EMPLOYER
Providing equal access to all programs and activities.

Clarence E. Davis

6911 Oxford Drive

Pine Bluff, Arkansas 71602

Phillis L. Nichols. Anderson, Ed.D

Vice President, Southern Region

Lighthouse Academies of Arkansas

251 N. First St

Jacksonville, AR 72076

Dear Ms. Phillis Nichols. Anderson

My wife and I have resided in the Pine Bluff, AR area for the last twelve years and our children attended school in this area. Two of our children have completed grade school with one currently in college. We love this area and are in full support of Lighthouse Academies' efforts to strengthen the educational values or the youth in this area.

Please add this letter as a support letter when you make your presentation to the School Board.

Sincerely

Clarence Davis

Clarence Davis

Theology, BS

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Bennie Hence

Klassic Kidz Daycare, Inc.

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Marietta A. Scott
Exit Realty Deaton Group

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

George Stepps
4th Ward Alderman

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Alfred Eakes
West End Liquor Store

Aug 19 10 09:54a Allen 8708791968 p.1

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

L Rhodes

Lumound Rhodes,
Rhodes Auto Brokers

Aug 19 10 09:54a Allen 8708791958 p.1

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Kemma Martin-Rhodes

Kemma Martin-Rhodes
Funeral Director/Final Expense Counselor

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Church Adm.
Full Counsel Church

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

The House of Ruth / THOR Inc.
S.D. Allen

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely, Willie Allen Jr.

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,
Akita Allen

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

C + D Disability, Inc.

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Kelly D. Allen
Perry Funeral Home

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

870-536-6000

Phillis L. Nichols.Anderson, Ed.D
Vice President, Southern Region
Lighthouse Academies, Inc.
251 N. First St.
Jacksonville, AR 72076

Dear Dr. Nichols-Anderson,

This letter is to acknowledge my support for an open-enrollment charter school in Pine Bluff, Arkansas. We believe that educational choice is important for our children and think that the Pine Bluff Lighthouse Charter School will be an asset to our city.

Sincerely,

Debra Allen BSA
Delta Bluff Community Center

Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

PUBLIC HEARING
Wednesday, August 9, 2010, 6:00 P.M.

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
[illegible]			
Tonya Moore	1201 Pershing	870-5364852	
Clarence Davis	6911 Oxford P. Bluff	870 247 1229	cladav41jef@yahoo.com
Karen Johnson	509 [illegible]	870 536-8970	[illegible]@yahoo.com
Bobbie Crockett	1515 W. 35th Ave 71603	870-534-2274	bobcro50@attinet
Della M. Horace	1003 Nebraska	870-534-4968	dellahorace@ymail.com
Sandra [illegible]	5701 Comm [illegible]	879-1648	[illegible]@cable 147x.com
Mary Walker	1712 Beech	850-6784	
Darnell Hawkins	P.O. Box 8741 TB	536-3057	arkvark@aol.com
[illegible]	512 Pink	543-4004	F.Anthony@[illegible]
[illegible]	509 [illegible]	535-6464	
[illegible]	703 W. 2	536-6000	
Adam Dorn	1004	5342009	
[illegible]	1106 S. Peach	329-5402	
Susan Force	PO Box 4342 R. AR 72214	801 376-4567	susanforce@hotmail.com

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Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

PUBLIC HEARING
Wednesday, August 9, 2010, 6:00 P.M.

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
R. J. Lightsey	5805 S Plum PBA 71603	870-850-0487	dr.lightsey@yahoo.com
Scott Wiley	2500 James PBA 71602	870-487-6142	Jswmlewsbc@Global.Net
Thelma Maxwell	929 Kingswood	870-536-3493	N/A
Tony Hilliard	6701 Country Ln, PB, AR 71603	870-879-4813	tonyahilliard@ranseylaw.com
W. HARVEY	PB COMMERCIAL	870 534-3400	—
Patricia Anderson	3006 So. Elm	870-536-0969	—
Robin Cline	2402 West 47	870-541-1411	
Marc H. Dorn	1004 Mississippi	534-2009	—
Herbert Harris	5701 Camden Cutoff Rd	879-1648	—
Mary A. Liddell	Po Box 5845 Pine Bluff, AR 71611	870-550-0890	maryliddll@yahoo.com
Pearly Stepps	Pine Bluff 600 Henry Wilkins	870 540-6462	arpstepps@yahoo.com
George Stepps	Pine Bluff, Ar 600 Henry Wilkins	870-872-9316	GeorgeStepps@yahoo.com.

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PUBLIC HEARING
Wednesday, August 9, 2010, 6:00 P.M.

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Christopher Castoro	1320 S. POPLAR ST PINE BLUFF AR	870 850 7587	CCASTORO@CABLELYNX.COM
Kisha Tillman	204 Maple St. Gould, AR 71643	870) 374-1068	
Linda Brown	Pine Bluff AR 2410 W 32 71603	870(671-4291)	linhotgirl@yahoo.com
Vera Brown	PBA 5000 W. 16th	870-872-2408	

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

PUBLIC HEARING
Wednesday, August 9, 2010, 6:00 P.M.

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Rhonda Givens	2611 Colonial Ave	870-540-9951	Rld18wh@yahoo.com
Stonnie Y. Brown	109 CARGILL	870-489-2325	hoop67Dog1@yahoo.com

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Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Tracey Irving	1905 Lucia Ln. Pine Bluff, AR 71601	535-1642	traceyking4@gmail.com
Sylvia Knight	P.O. Box 7055 Pine Bluff, AR 71611	870.717.4431	sylviaknight60@hotmail.com
Cassandra Haynes	PO Box 2732 PB 71613	872-9140	Cassandrahaynes@yahoo.com
Gail Caye Hall	1503 Utah St. Pine Bluff, AR 71601	536-7508	
Jeanette Freeman	208 Monticello Ct Pine Bluff AR 71603	535-8383	jettafree@gmail.com
Tamara Lewis	8340 GADDY RIDGE PINE BLUFF, AR 71603	329-3679	FJCLEWIS@AOL.COM
Krystal Walden	6205 Dollarway Rd. White Hall, AR 71602	267-0138	Workforfood89@yahoo.com
Valerie Berry	1901 Rahling Road #309 Little Rock AR 72223	501 821 5376	valberryjt@gmail.com
Reginald Cole Lori	Pine Bluff, AR	870 879 6301	regmade@aol.com
Amber Sledge	White Hall, AR	8702477654	amber736@windstream.net
Richie Dave Li	1901 W 40th Pine Bluff, AR	8703950118	davric_li@yahoo.com
Melissa Raymundo	26 Grizzly Bear Cartop Court White Hall	9258990618	melraymundo314@yahoo.com
Carissa Chua	525 W40th Ave Pine Bluff, AR		carissadvincula@yahoo.com
Gillian Ballard		8703572046	gillianballard@yahoo.com
Annabelle Jacinto	W42 St. Pine Bluff		atacinto@yahoo.com
Cathy Cosner	whitehall, AR	8709429760	ccosner@windstream.net
Hengeh Quindo	whitehall, AR	8703297630	hengehrn@yahoo.com

Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
William H. Fox, Jr.	17 Westridge	536-8605	
Jennifer A. Fox	2709 Sherwood Forest	534-8811	jfox@fumcpba.com
Rev Edna Morgan	8309 Old Warren Rd. Pine Bluff, AR 71603	879-9728	emorgan@fumc.pba.com
Rev. David Morgan	8309 Old Warren P.B. AR	870-535-9101	
Paula Wilson	1607 S Beech Pine Bluff, AR	870-623-6291	paula_len@hotmail.com

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Lavara [illegible]	137 Silverleaf White Hall	870.247.5605	N/A
CHARLES LUSK	13608 Hansfield North Little Rock, AR	(501) 961-9021	N/A
Florentine Humphrey	1611 W. 20th 71603	870-535-5323	N/A
Trinius Humphrey	1611 W. 20 71603	870-535-5323	N/A
Clem Arnold	785 Ivy Rd	870-263-4224	N/A
Jean Arnold	785 Ivy Rd	870.263.4224	N/A
Princella R Gardner	3110 Kendyl Rd Pine Bluff 71603	870-879-2774	—
Kim Strickler		870-643-9074	
[illegible]	4205 [illegible] Pine Bluff, AR 71603	879-3886	
Everlyn Bryant	800 S Hickory PB, AR 71603	870-534-7730	bryante@uaph.edu
[illegible] Bryant Jr.	PO Box 5234 PB 71611	"	"
Kyndra [illegible]	10311 Mistletoe Pine Bluff	(870) 395-0747	Kyndrathomas@hotmail.com
Lafayette [illegible]	903 Fannin Dr Pine Bluff, AR	870-592-1304	Lafayette1956@yahoo.com
Karen Kirkeim	801 S. Wisconsin #57 P.B. 71601		
Flora Cook	POB 9094 PB AR 71611	870-534-4777	

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Doris Ellis	P.B.A P.O.Box 5251	870-718-3231	
Roberta Spears	2010 S. Vermont PB AR 71601	870-872-9589	
IRene Graham	P.B.A. 71603 3107 Kendyl C	870-879-2260	
Brenda Henry	137 Silverpa White Hall	870-247-5605	
Deshunda Hay	137 Silver Leaf Cove	870-329-8448	
Dorothy Anderson	313 W 34th Pine Bluff	870 534-1606	
Lurie Anderson	313 W 34th Pine Bluff Ap	870 534-1606	
Nicole Anderson	708 S. Poplar Pine Bluff, AR	870-536-1380	
CLEM Arnold	785 Ivy Rd. Gould, AR 71643	870-263-4224	
Jennifer Johnson	505 W. 37th Ave P.B., AR 71603	870-534-3839	
Michael Johnson	505 W. 37th Ave P.B., AR 71603	870-534-3839	
Mo Hattie Riley	PBA	870 536 5624	
Robert S. Riley	"	—	
Linda Holloway	PBA	870-247-2036	
Lawrence Brooks	6303 Timble Ridge PB	870-879-1148	

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Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Dorothy J Oliver	ADWS	(870)575-1015	dorothy.oliver@arkansas.gov
Nikesha Reed	Arkansas (AS) workforce	(870)575-1025	nikesha33@yahoo.com
Odessa Groom	6865 Oz and Dr	870-329-8415	odessa.groom@yahoo.com
Clarence Burnett Jr	5906 W 5th Pine Bluff AR	8705439045	clarenceburnettjr@yahoo.com
Gwen Valliant	Ark Workforce Center	870-267-0967	vfg1126@yahoo.com
John Stevenson	ADWS	(870)575-1021	goldenicecube@yahoo.com
Tonya Hill	ADWS	870-575-1021	tonya.Hill@yahoo.com
Monica Sanders	ADWS	870-575-1040	mrsanders77@yahoo.com
Pamela Banks	ADWS	870-575-1034	pamela.banks@aesd.arkansas.gov
D Watts	ADWS	(870)575-1031	farmerstan@hotmail.com
Nancy Spriggs	ADWS	(870) 575-1024	nancydrew59@yahoo.com
Pamela Earnest	ADWS	870-575-1044	p.earnest@.gov
Fran Nyway	ADWS	870-536-3531	
Valeria Price	ADWS	870 575 1019	
Ruby Bradley	ADWS	870-575-1003	

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Jamette Mason	[illegible] Pine Bluff Workforce	575-1032	
Raphael Sell	PB AR 311 W 33rd	870 536-0864	

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

[illegible]	[illegible]	[illegible]	[illegible]
Rickey Works	7908 N Pinewood	879-5816	rickeyworks@cablelynx.com
Monica Tucker	8521 Spring Lake Road	870 692-0339	Mtucker@cablelynx.com
Glenn E. Bell	3601 Hillcrest	870-879-5251	GlennBell@cablelynx.com
[illegible]	6708 Pinewood Cove	(870)692-1684	DEMPSEY@CABLELYNX.COM
Andrew C. Armstrong	123 Hwy 54	(870)-692-1682	aarmstrong@cablelynx.com
Beth Robertson	2207 Andy Cove	(870) 692-1681	brobertson@cablelynx.com
Ocie Hunter Jr	3201 S. Beech St	(870)665-2018	ociehunter@cablelynx.com
Patricia Hargrove	106 W. Little Lee	870-247-3580	phargrove@cablelynx.com
Wanda Madera	3118 Donaldson	870-247-1800	wmadera@cablelynx.com
Gracie Johnson	1 Lakewood Ln	870-692-1686	gajohnson@cablelynx.com
Rhonda Dishner	8902 Sulphur Springs Rd.	870-879-3720	rdishner@pinebluffchamber.com
Ann Williams	#9 Regency Lane	870-535-0110	amgreen@sbcglobal.net
[illegible] Nisbett	510 Main St	870-535-0110	nisbett@pinebluffchamber.com
Ron Blankenship	11 Southern Pine Dr	870-534-3605	richlan@plantingcompany@yahoo.com
Marjo Dill	8 Southern Pines Dr	870-536-2158	southernlucy@yahoo.com

[illegible]

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Lighthouse Academies of Pine Bluff, Arkansas

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Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
[illegible]	502 [illegible] Pine Bluff AR 71603	(870) 536-3300	[illegible]
[illegible]	2213 E 17th St Pine Bluff, AR Apt #20	(870) 592-1209	
Cleavette Sloan	1105 East 21st	(870) 575-3865	Cleavette Sloan@yahoo.com
Archie Boykin			
Anil Dadani			
Joseph Rayfus	11 S. Richard Dr Pine Bluff, AR	870-872-0998	Joseph rayfus@rocketmail.com
Jaimie Wright		(870) 413-0150	
James D. Coleman	117 Silverleaf Cove White Hall, Ar. 71602	(870) 247-4302	
LaTonya Donaldson	2302 Woodgate Drive #2D Pine Bluff	(870) 850-7461	latonyawilbourn73@yahoo.com
Tyrone Donaldson	2302 Woodgate Dr Apt #2D	870 850-7461	Prophettyrone D36@yahoo.com
Virdia Taggart	6801 Ozark Dr Pine Bluff, AR	(870) 879-9136	jvtagg@yahoo.com
Beverly Wooten	1104 E 4th ST	(870) 534-1346	[illegible]@yahoo.com
[illegible]	2204 [illegible]	(870) 879-1080	alexander@[illegible]

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PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

Petition of Support

Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School.

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Patricia Anderson	3006 So. 32nd	870-536-0969	—
Mary Walker	1712 Beech	870 850-6784	
Deedra Cooper	1700 N. Haley Apt. 5	870 643-9039	deeworking28@yahoo
Aaron Spencer	1602 W 23	643-6577	awspann@yahoo.com
Sharon Lightsey	58055 plum st Pine Bluff	870-850-0487	Sharenan@cablelynx.com
Treasua Ross	1015 N University	870 643 8096	
William Hall	1015 N University	870 209-1207	
Antonio Mack	2023 W 28th st	601-983-7011	

Lighthouse Academies of Pine Bluff, Arkansas

PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

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Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Mary Davis	801 Haley st	870-550-5772	
Mary Bell	110 Beech Apt 2	870-413-1878	
[illegible]	708 E 25th	870-535-0408	
Cyndella Wort	3209 FAIROAKS Dr	329-3625	
Erika Green	2504 Fluker	872-1392	erikgreen2212@yahoo.com
Joy Dillard	1715 W 37th	489-9819	[illegible]
Iwona Frazier	117 W. Martin Pl	870 872-9456	
Sheryl Woods	2411 W 20th	850-[illegible]	
Tonya Mitchner	2205 Crestwood	(870)329-7365	tonyadmitchner@yahoo.com
Terence Mitchner	2205 Crestwood	(870)329-7398	
Osie Jones	4304 Boone st	(870)879-6639	
Paulette Jones	4304 Boones	(870)879-6340	
Shelva Spraglin	4512 W. 17th ave	(870)534-0079	
Fernando Spraglin	4512 W. 17th ave	(870)534-0079	

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Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School:

NAME	ADDRESS	TELEPHONE	EMAIL ADDRESS
Jimeice Black	4100 Old Warren Rd #22 Pine Bluff, AR 71603	870-460-4207	m-j-dillard@yahoo.com
Bettye Dillard	P.O. Box 248 206 N. Knox St. Dermott, AR. 71638	870-538-3158	b_j_dillard@yahoo.com

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NAME	ADDRESS	Telephone	EMAIL ADDRESS
Hilda Watley	13 Mo W29 Pine Bluff	870.872.9130	lechilda@sbcglobal.net
Roland Watley	1316 W29 PB AR	870-872-9186	Rolandwatley@hotmail

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NAME	ADDRESS	Telephone	EMAIL ADDRESS
Ben Clatin	6908 Oxford Dr	(870) 550-0475	
Michelle Cloutier	6908 Oxford Dr.	(870) 550-0357	
Maxine McGarity	6908 Oxford Dr	870 247-2744	
Robert McGarity	6909 Oxford Dr	870 247-2764	
Jo Jones	6907 Oxford Dr	8706925107	toni76@sbcglobal.net
Casey Truhett	6804 Oxford Dr	8706437363	
Debra Feimster	107 Wildwood	501-200-7604	
JEAN Leonard	6807 Briarwood	—	
LARRY Heritage	1010 Abernithy Rd.		
Treeip Martin	6810 Briarwood	413 2656	
Jimmy Brown	6901 White Oak Cove	247-2646	
[illegible]	402 Wildwood Cove	—	
S. Harris	402 Wildwood Cove		
Frank Thomley	410 Wildwood Cove		

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Lighthouse Academies of Pine Bluff, Arkansas

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Please sign in below if you support the opening of the Pine Bluff Lighthouse Charter School.

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Gene Givens	2611 Colonial	(870)540-9951	
Daron Bolen	1207 Donna Dr	(501)397-2473	
Melanie Bolen	1207 Donna Dr	501-397-2473	
Heather Straughn	11341 Lee Springs Road	870-692-6115	
DJ Batson	1120 Montana Drive	501 200 2650	
Richard Heywood	4400 Harvest Drive	870-489-1473	r
Elizabeth A. McGuire	300 Hardinwood Dr. White Hall	870 534-2951	
Michelle Brooks	19 North Richard Drive	870 592-0886	
Jerry West	405 Russell Jefferson AR	870 692-8802	
Mariel James	203 E. 21st Pine Bluff, AR	870 329-6264	
Chelley Partridge	15 Patrick Henry White Hall, Ar	870-489-2582	
Barbara Davis	6911 Oxford Dr. Pine Bluff, AR	870-247-1229	
Jerry Davis	6911 Oxford Dr. P. Bluff, AR	870 247 1229	

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Attachment 8: Signed Statement of Assurances Form

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.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.

9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.

13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title; and

    (f) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant should know that any fees associated with the closing of the school

including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state 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.

Dr. R.J. Lightsey II

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

Date: August 17, 2010

Dr. R.J. Lightsey II

Print or type name

Attachment 9: Draft Lease Agreement as provided

LEASE AGREEMENT

This Agreement, made this 20th day of August between Charter Facilities Management, LLC whose address is 1661 Worcester Road, Framingham MA (the Lessor) and Lighthouse Academies of Pine Bluff Arkansas, Inc. whose address is 251 North First Street Jacksonville Arkansas (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Jefferson County, Arkansas. The Leased Premises will include spaces as indicated in Exhibit A, attached hereto, to be available on July 1, 2011. Additional space may be developed and leased under the same terms and conditions for future years. Final specifications will be approved by the Lessee.

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 five years ending at midnight on June 30, 2016.

3. Effective Date: The lease shall be effective up the award of a five (5) year charter for an open enrollment charter school; the approval of the specifications for the space by the Lessee and the financing of the project which is acceptable to both parties. Should all three conditions not be met by April 1, 2011 either the Lessor or the Lessee may terminate the lease without penalty.

4. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of **$ TBA** payable in monthly installments of **$ TBA** 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. The annual rent to be paid will be based on a financed capitalization of the property acquisition cost including development and up fit cost approved by the Lessee. Open book accounting will be used.

5. Security Deposit. Two (2) months rent to be paid upon the approval of the charter and the signing of the lease. The security deposit will be refunded upon end of lease term.

6. Signs. Lessor shall erect an exterior sign as approved by the Lessee. 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.

7. Lessor's Repairs and Utilities. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. In addition Lessor 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. Lessor agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished.

Lessee is responsible for the direct payment and/or Lessor reimbursement for the cost of all utilities.

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.

If Lessee is deprived of the use of a substantial portion of more than 15% 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.

8. Taxes. Lessee shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year. During lease term, Lessee will reimburse Lessor for any real property taxes assessed prior to the leased real property being classified as exempt from said taxes.

9. Use. Lessee agrees to use the leased premises for the purpose of operating Pine Bluff Lighthouse Charter School 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.

10. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 1661 Worcester Road, Framingham MA. 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 1661 Worcester Road, Framingham MA. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

11. 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. Lessor may assign this lease to the Lessee.

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

13. 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.

14. 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.

15. 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 untenantable 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.

16. 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 quasi public 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.

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

18. Insurance on Lessee's Property. Lessee 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.

19. Liability and Property/Casualty Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than $1,000,000 per person and $2,000,000 per accident. The policy representing such insurance shall name Lessor, its successor, or its heirs and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, its successors, or its heirs and assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. Lessee will reimburse Lessor for its property/casualty insurance premiums for which coverage will not exceed replacement value of the premises.

20. 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.

21. 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.

22. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee and approved by the local Public Words Department.

23. Title and Quiet Enjoyment. 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, including any obligations of the Lessor to 3rd parties, 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.

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

25. 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.

26. 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.

27. 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.

28. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 4 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 4 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.
28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the

Arkansas State Board of Education shall be considered null and void to the Extent State funds are used as consideration to meet the obligations contained herein.

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

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

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

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

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

To: Charter Facilities Management LLC
Joel Scharfer
1661 Worcester Road
Suite 103
Framingham MA 01701

To: Pine Bluff Lighthouse Charter School
Anthony Hilliard
Ramsay, Bridgforth, Harrelson and Starling LLP
11th Floor, Simmons First National Bldg.
501 Main Street
PO Box 8509

Pine Bluff, AR 71611-8509

SIGNATURES APPEAR ON NEXT PAGE

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 19 day of August 2010.

Lessor
CEO Charter Facilities Management LLC

Lessee
Chairman Pine Bluff Lighthouse Charter School

EXHIBIT A

PINE BLUFF LIGHTHOUSE SCHOOL

PRELIMINARY PROGRAM OF REQUIREMENTS

2011-2012	NO. OF	CAPACITY		UNIT AREA	TOTAL NET
ROOM TYPE	UNITS	PER UNIT	TOTAL	[sf]	AREA
INSTRUCTION					
GENERAL					
Kindergarten (w/ toilets)	2	22	44	650	1,300
Typical Classrooms - Grade 1 (toilets optional)	2	25	50	650	1,300
Typical Classrooms - Grade 2 (toilets optional)	2	25	50	650	1,300
Typical Classrooms - Grade 3	2	25	50	650	1,300
Typical Classrooms - Grade 4	2	25	50	650	1,300
Special Education Classrooms Type A	1	15	15	550	550
Tutorial rooms	2	4	8	250	500
SCIENCE					
Science Room	1	20	20	500	500
Science Resource Prep and Storage	1	---	---	50	50
ART & MUSIC					
Classroom	1	---	---	800	800
Workroom / Storage (w/ doors to art room & corridor)	1	---	---	100	100
LARGE GROUPS					
ASSEMBLY AREA	1	---	---		1,850
Multipurpose Area (150 seats)	1	150	seats	1,500	
Warming Pantry	1			300	
Storage Room	1			50	
LIBRARY					

Library/Media Center	1	---	---	650	650
LOBBY / MAIN ENTRANCE					
Lobby	1	---	---	250	250
MEDICAL					
Medical Suite	1	---	---	---	225
Medical Suite Toilet (for students)	1	---	---	45	---
Nurse's Office - (1 Nurse)	1	---	---	100	---
Examination Room	1	---	---	80	---
ADMINISTRATION					
ADMINISTRATIVE					
Administration Suite	1				1,800
Principal's Conference/Workspace	1				
DOI Office	1				
Parents' Coordinator	1				
IDF closet	1				
Office Manager & LHA Support	1				
Conference Rooms	1				
Staff Work Room	1				
Parents' Meeting Room	1				
PLANT OPERATIONS / SECURITY					
GENERAL CUSTODIAL					
Trash Rm & Compactor Rm	1		---	150	150
STORAGE / GENERAL SUPPORT					
ADMINISTRATIVE					
Audio-Visual /Secure Storeroom	1	---	---	75	75
General Supply	1	---	---	200	200
Storage	1			100	100
TOTAL PROGRAMMED AREA (65% Gross)					**14,300**
TOTAL CORE AREA (35% Gross)					**7,700**
TOTAL GROSS AREA (100%)					**22,000**

TOTAL CAPACITY: **244**

TOTAL SF PER PUPIL: **90**