

# Little Rock



## Charter School Application

2011-12

*A partnership supporting an 'At-Promise' student population*

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

**A. GENERAL INFORMATION** (Please type)

**Name of Proposed Charter School:** SIATech Little Rock

**Grade Level(s) for the School:** 9-12                      **Student Enrollment cap:** 275

**Name of Sponsoring Entity:** Arkansas School for Integrated Technologies and Academics, Inc.

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

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. 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:** Kristin L. Mallory

**Address:** 2611 Temple Heights Dr., Ste A                      **City:** Oceanside, CA   **ZIP:** 92056

**Daytime Phone Number:** (858) 449-8173                      **FAX:** (760) 631-6072

**E-mail:** Kris.Mallory@siatech.org

**Charter Site Address:** 6900 Scott Hamilton Drive                      **City:** Little Rock

**ZIP:** 72209                      **Date of Proposed Opening:** Fall 2011

Chief Operating Officer  
of Proposed Charter: To Be Determined (TBD)                      Title: School Principal

Address: 6900 Scott Hamilton Drive                      City: Little Rock

ZIP Code: 72209                      Daytime Telephone Number: 501.618.2500

The proposed charter will be located in the \_\_\_\_\_ Little Rock School District. Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

<b>Name:</b> Kristin Mallory	<b>Position:</b> Chief Instructional Officer
<b>Profession:</b> Educator	<b>State of Residence:</b> CA
<i>Kristin had input from SIATech, Inc &amp; NEWCorp, Inc. staff members</i>	
<b>Name:</b> Dean Elliott	<b>Position:</b> Director of Govt. Affairs, Dillard's, Inc
<b>Profession:</b> Director	<b>State of Residence:</b> AR
<b>Name:</b> Lorraine Lane	<b>Position:</b> Job Corps Center Director
<b>Profession:</b> Job Corps Management	<b>State of Residence:</b> AR
<b>Name:</b> Fred Williams	<b>Position:</b> Job corps Deputy Director
<b>Profession:</b> Job Corps Management	<b>State of Residence:</b> AR
<b>Name:</b> Wendy Maxie	<b>Position:</b> Education Manager
<b>Profession:</b> Educator	<b>State of Residence:</b> AR
<b>Name:</b> Richard Trainor	<b>Position:</b> Chief Financial Officer, NEWCorp
<b>Profession:</b> Finance	<b>State of Residence:</b> GA

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

2009-10 = 25,899 (Total District Enrollment)

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

Little Rock School District  
North Little Rock School District  
Pulaski County Special School District

## **B. GENERAL DESCRIPTION**

The School for Integrated Academics and Technologies, Inc. (SIATech) is a network of fully-accredited charter high schools focused on dropout recovery and retention. SIATech Little Rock re-engages former school dropouts with a unique education program through an innovative, student-centered and standards/research-based curriculum that integrates technology with academics. There is a specific emphasis on literacy, numeracy, critical thinking and achievement of the Arkansas core academic standards. Students assist in developing and monitoring their individualized learning plans, assuming ownership and responsibility for their learning and academic progress.

The SIATech partnership with the federal Job Corps program, a symbiotic relationship to maximize AR public education efforts, provides school dropouts the opportunity to complete their secondary education in a technology-rich, classroom-based environment and an elective program that provides career-technical certification for a 21<sup>st</sup> Century workforce. Reallocation of dollars, as a result of the partnership, provides an extended school year, a one-to-one student to computer ratio in core academic classrooms, a robust career-technical elective program, small class sizes and a safe learning environment where students learn to take personal responsibility

for identifying and tracking their learning goals and academic learning gains. Guided by highly qualified teachers, students augment and adjust their individual learning plan, recognize what is working and what is not, and assume ownership for implementing the best and most appropriate “next steps” to progress in their academic program. Copies of each student’s learning plan reflecting their achievement, inclusive of goals and assessments, will be provided to parents/guardians of minor age students in a systematic and ongoing manner using multiple communication strategies (written, oral, on-line/digital, and in-person). SIATech's integrated academic curriculum, ConTech Learning Strategies© embeds state and common core national content standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD 2000, Macromedia Flash and Adobe. This custom curriculum provides multi-media tutorials; requires that students learn to manipulate software applications in order to move through the learning activities in math, science, English and history that are interwoven with connections to career-technical and employability skills using real-world problems and situations. Competency is demonstrated in benchmark and cumulative knowledge assessments, authentic portfolio assessments including a portfolio of work, five senior projects that represent a broad sampling of student learning, and a multi-media presentation of that work to staff, parents/guardians and peers. A focus on literacy and numeracy and an accountability system based on ‘Value-Added,’ provides data about individual student learning gains (progress from one assessment to another). It is the expectation that the majority of students will exceed expected growth in reading and mathematics. This is measured, for each student, using baseline and growth assessments from nationally-normed reading and math assessments. Students are provided with a copy of the reading and math diagnostics report after each assessment to evaluate current proficiency and track individual growth progress. For writing, SIATech uses its internally developed, rubric-scored, on-demand writing assessments.

Based on a sound theoretical framework of competency-based, authentic education, and drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*), Bloom's *Taxonomy of Educational Effectiveness* and Feuerstein’s ‘*educability of intelligence*,’ SIATech has created an educational delivery model that has effectively changed the lives of over 10,000 high school dropouts by helping them to re-engage in the education process, achieve the goal of a high school diploma and access opportunities for advanced education and a meaningful career. One of the most important strategies utilized by the SIATech system is to use a competency-based model of teaching & learning. Competency-based learning moves away from a system that relies on seat-time credits (a measure of the length of time a student has studied a subject) and the confinement of grade-level boundaries to a system that awards credits based upon the demonstration of skill level mastery. Time-shifting allows access to curriculum in the form of extended day learning opportunities, work-based learning, and community service and facilitates accelerated learning. This supports a truly unique experience and meaningful transformation. When a student acquires a defined level of skill or competency, they move on to the next set of standards.

Caring adults, a small learning community, an orderly atmosphere, a strong emphasis on skill acquisition, frequent monitoring of progress, data-driven decisions in real-time within a "High Tech" and a "High Touch" learning environment promotes students future academic success by teaching students the academic skills and confidence to learn to self-monitor their learning under the tutelage of adults with high expectations of success for every student.

## **STANDARD 1 - PUBLIC HEARING RESULTS**

A public hearing was held at the Southwest Community Recreation Center, 6401 Baseline Road, Multi-Purpose Room, Little Rock, AR 72209, on Friday, August 20, 2010 at 6:00 pm. It was attended by 8 persons from the community, 4 who were from the Little Rock Job Corps Center. Presentations were made by Laurie Pianka, Education Director and Kristin Mallory, Chief Instructional Officer, from SIATech. A power point presentation highlighted information about the SIATech history and educational program and a web-based recorded presentation from the SIATech Gainesville, FL principal summarized her school's June, 2010 Model Schools presentation in Orlando, FL. The sign-in sheet from the meeting is in **Attachment A**. There were numerous questions about the charter and most remarks from community members spoke to the 'uniqueness' of the charter purpose and the target population. Individuals from Job Corps were able to answer many questions about their program and their expectations of the potential partnership.

There will be a second public hearing on Thursday, September 2<sup>nd</sup> at 6:00 pm at the Little Rock Job Corps Center, 6900 Scott Hamilton Drive, Little Rock, AR 72209 to provide community members with an opportunity to not only hear about the SIATech Little Rock charter program but to see the facility where the school will be housed if approved.

In addition to the community meeting, a letter of support was submitted by Ms. Wendy Maxie, the Career Education Manager of the Little Rock Job Corps Center (**Attachment H**).

## **STANDARD 2 - ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS**

All of the following requirements of Arkansas Code Annotated §6-23-302 were met:

- A. Public hearings were published in the *Arkansas Democrat Gazette* (**Attachment A**).
- B. Copies of the Notice of Public Hearing are included in **Attachment A**.
- C. The last public hearing notice was published on August 19, 2010 (**Attachment A**).
- D. Letters were sent to the superintendents of Bryant Public Schools (2<sup>nd</sup> public meeting only), Pulaski County Special School District, North Little Rock School District and Little Rock School District (**Attachment A**).

## **STANDARD 3 - GOVERNING STRUCTURE**

The legal entity governing the proposed school is *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Little Rock, Inc.)*, which is a public benefit, non-profit 501(c)(3) corporation. SIATech Little Rock, Inc. is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System (ATRS).

The Board of Directors (Board) of SIATech Little Rock, Inc. will serve as the governing body of the school, SIATech Little Rock. The Board will be established with seven (7) members including four (4) business/community/education leaders, one (1) parent/guardian or in loco parentis, one (1) student, and one (1) representative of the member corporation (NEWCorp, Inc.). Initially, the Founding Board will appoint the members of the Board according to the terms of the corporate by-laws. Thereafter, the business/community/education, parent, and student representatives will be nominated and elected by their peers to the Board. The Board of Director members will elect a President, Vice-President, and Secretary. Procedures for replacing Board of Director members will be set forth in the by-laws of the organization. Each member of the

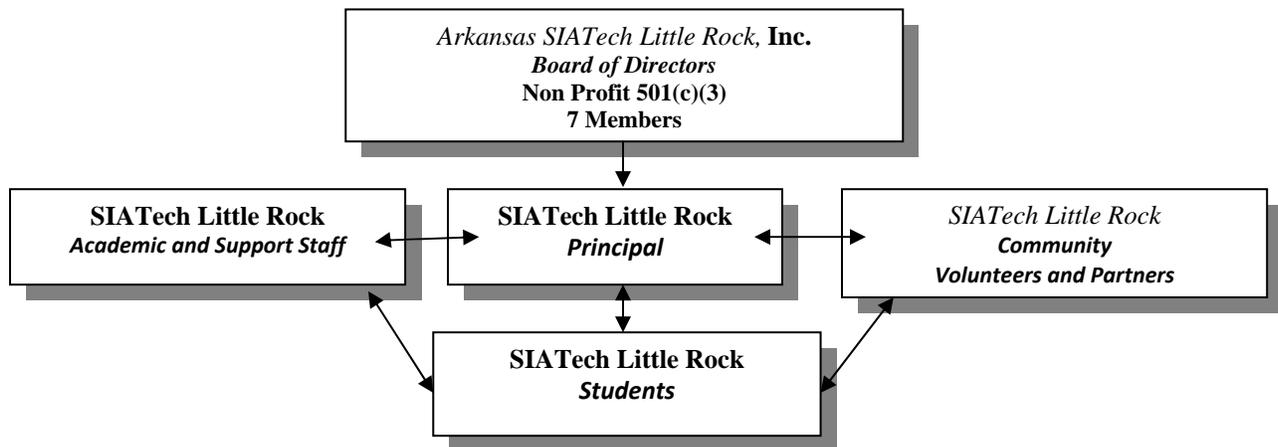
Board will be fingerprinted and will minimally specify multi-year terms (2-3) that overlap, providing constancy of membership.

SIATech Little Rock will be under the overall management and control of the Board, which will work closely with the school principal in promoting school goal achievement, student academic achievement and ongoing alignment with the school mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who will be accountable to the Board for the overall performance of the school.

The central role of the Board of Directors of SIATech Little Rock, Inc. will be to be the “keepers of the mission and vision” of the school. The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with pupil achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each SIATech Little Rock pupil and stakeholder. To that end, the Board will be composed of a representative group who can provide input from the community and the general stakeholders of SIATech Little Rock, Inc. The Board will involve teachers, parents, and students in the governance, operations, and planning procedures of SIATech Little Rock, Inc. Every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

The governing structure of the school is further illustrated in the following chart:

**SIATech Little Rock, Inc., Organizational Chart:**



The Organizational Flow Chart presented above outlines the general governance structure of the school, and the respective relationships of the Board of Directors, the principal, staff and students.

As has been indicated, the principal will have primary financial and administrative management responsibility for SIATech Little Rock, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; transportation services; cafeteria management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The principal will be assisted in these tasks by employees, and professionals or entities employed by or contracted with for the provision of administrative and management support services.

***Proposed reporting and relationship structure***

SIATech Little Rock will be under the overall management and control of the Board of Directors (Board), which will work closely with the principal. The Board will focus on operational oversight and the identification and development of overarching goals and policy issues. The day-to-day management of the school will be the responsibility of the principal, who will be accountable to the Board for the overall performance of the school.

The responsibilities of the Board, including how it will exercise continuing oversight over school operations, will include:

- Management of the business, property, and affairs of the non-profit corporation;
- Approval of a qualified principal to administer and operate SIATech Little Rock;
- Supervision and oversight of the principal in performance of his/her respective duties and obligations;
- Establishment of overall policies for SIATech Little Rock;
- Approval of the annual budget of anticipated income and expenditures, and preparation of the annual financial audit report;
- Filing of an annual progress report to the AR School Board that will include:
  - 1) SIATech Little Rock’s progress towards achieving the goals outlined in its charter;
  - 2) The information presented in the annual school report;
  - 3) The financial records of SIATech Little Rock, including revenues and expenditures; and
  - 4) Salary and benefit levels of SIATech Little Rock employees.
- Maintenance of written records of attendance and minutes of its meetings.
- Responsible for hiring staff.

The Board, teachers and administrators will have a relationship based on mutual respect for the role each plays in fulfilling the mission of SIATech Little Rock. The Board is responsible for and accountable to the people for whose benefit this school will be established and has the overall responsibility for ensuring that the students attending SIATech Little Rock will be provided with a quality education. The Board will be responsible for evaluating the effectiveness of SIATech Little Rock in the fulfillment of its established goals, objectives and mission.

The principal will have primary responsibility for all aspects of the school’s operations and programs, including the day-to-day management. The teachers and staff of SIATech Little Rock will report to the principal, but will ultimately be under the direction of the board with respect to ongoing employment. Employees, professionals or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Founding Board, the Board, and/or the principal depending on the specific nature of the services to be provided.

***Transition from Founding Group to Governing Board***

The Founding Board will serve as the initial Board of Directors of SIATech Little Rock, Inc. Recognizing that people who understand and care about the uniqueness of the local community can only enhance a school’s success, therefore, the initial Founding Board will transition within

one year of charter contract approval to the appointed/elected SIATech Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock Little Rock, Inc.

***Board member recruitment, development, orientation process for new members and ongoing professional development***

Initially, the Founding Board will appoint the members of the Board of Directors (Board) for one year terms. Thereafter, the business/community/education, parent and student representatives will be nominated and elected by their peers and current Board members to the Board of Directors.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools, the Founding Board members are well qualified to initiate charter school development, articulate a clear vision for the charter school, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of a charter school, and ensure that the charter school's direction and performance remains aligned with its vision. The initial Founding Board will transition to the appointed/elected SIATech Little Rock Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock as close to the opening of the school as possible, but no later than December, 2011. The Board of Directors (Board) will be made up of a well-balanced group of individuals drawn primarily from the local community. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc. areas necessary to develop a successful charter school.

The Board will elect a President, Vice-President, and Secretary. Procedures for replacing Board members are set forth in the by-laws of the organization. The Board will focus on policy issues and the identification and development of overarching goals and specific objectives to ensure the continued alignment of SIATech Little Rock's direction and performance with the Founding Board's vision. Initially, the founding board will be composed of Kristin Mallory (Chief Instructional Officer, SIATech/NEWCorp, Inc.), Fred Williams (Deputy Director, Little Rock Job Corps Center) and Dean Elliott (Former Arkansas Legislator, 1999-2002, currently Dillard's, Inc., Little Rock, AR; Director of Governmental Affairs).

***Partnership***

The partner organization is the Department of Labor's Job Corps Center management and staff. The contact person will be the Job Corps Center Director (Ms. Lorraine Lane) or her designee. The Little Rock Job Corps Center operates youth programs through the U. S. Department of Labor. SIATech's outstanding high school program is possible as a direct result of this partnership, whereby the vocational training and workplace readiness features of the Job Corps complement SIATech's technology-rich, classroom-based environment to support a meaningful and "real-life" approach to academic achievement for disadvantaged students. SIATech will utilize the Job Corps facilities for its programs, while providing an opportunity for students to obtain their high school diploma through SIATech's accredited high school program located conveniently at the Job Corps site.

SIATech Little Rock's board membership will include one or two representative members from the Little Rock Job Corps Center. As a regular member(s) of the Board, this individual will

bring a wealth of knowledge directly related to SIATech Little Rock students' success and he/she will participate fully in all functions of the board.

***SIATech Little Rock Staff, Parent/Guardian and Community Governance Involvement***

Parents/Guardians will be an integral part of the school, serving on the Board in a voting capacity (1) and in an advisory capacity in addition to other school-based teams and/or committees. Parental/Guardian involvement in the decision-making process will include, but not be limited to, the following:

- Review of the charter school's policies to ensure consistency with the school's mission
- Recommendations on policy issues
- Development of long range strategic plans
- Review and recommendations for performance standards to measure the charter school's success

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

- Encouraging parents/guardians to serve as school volunteers
- Promoting and strengthening parental responsibility and involvement
- Encouraging parents/guardians to serve on the Board of Directors and other school-based committees such as the School Advisory Council/Team
- Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement
- Scheduling programs and activities in a flexible manner to reach a diverse group of families

SIATech Little Rock will utilize a flexible and open process for including staff and a greater number of students and parents/guardians in providing guidance and support to the school. The school Principal, with support from the Board of Directors, will establish a ***SIATech Little Rock Advisory Council (SAC)*** to provide for ongoing input and participation from parents/guardians and students. The SAC will seek to have two (2) interested student volunteers, two (2) to four (4) volunteer parents/guardians of SIATech Little Rock students (one of whom may be a SIATech, Inc. Board member) and two (2) staff members. The School Advisory Council will meet monthly and will provide input at the Board of Directors meetings. The SAC will select, minimally, two (2) members (parent and student) to participate in the monthly Board of Directors Meetings, providing input as non-voting participants. The members of the SAC will form the basis for the ***SIATech Little Rock Advisory Team (SAT)*** which will have overlapping meetings with SAC and allow for participation from any interested SIATech Little Rock students and parents/guardians, forming an "extended family" to advocate and promote student success at SIATech Little Rock.

Students will be asked to develop and share their personal mission statement; commit to the SIATech Little Rock Code of Student Conduct contract; and schedule their goal reviews for achievement at regular intervals with the Principal and/or designee. These students will be sworn in as SAT members and recite an oath to uphold the school values, serving as role models for all who follow behind them. The SAT will act as "an extended family" where the emphasis is on relationships and learning and providing input to the SAC and SIATech, Inc.

## SIATech Little Rock CORE VALUES

### INTEGRITY

Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong. Do the right things for the right reasons.

### RESPECT

Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

### SERVICE

An act of help or assistance, responding to others in need, without expecting anything in return

### LEARNING

The act, process, or experience of gaining knowledge or skill-pursuing opportunities for life-long growth.

## STANDARD 4 - MISSION STATEMENT

The mission statement for SIATech Little Rock, on open-enrollment public charter school is: ***Real Learning for Real Life*** ®

The **Mission** of the *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Inc.)* is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in **Real Learning for Real Life** ®. The SIATech Little Rock Vision of success characterizes:

**STUDENTS** as life-long learners and contributing members of society  
**STAFF** having an opportunity to make a difference in an environment of respect, recognition and professional growth  
**COMMUNITIES** benefiting from the success and contributions of SIATech Little Rock students

SIATech Little Rock seeks to provide school dropouts with an opportunity to re-engage in learning via a competency-based high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning (e.g. free digital textbooks, access to online learning opportunities, open-source, and free software). SIATech Little Rock will use numerous information and data to evaluate the accomplishment of its mission. Examples of explicit goals that demonstrate student achievement of ***Real Learning for Real Life*** ® might include:

- Individual student learning gains in literacy and numeracy, that minimally meets and generally exceeds what is expected, using nationally recognized and normed assessments (i.e. Renaissance Place reading and math assessments<sup>1</sup>)
- Student demonstrations of 21<sup>st</sup> century technology skills
- Student awareness, attention and achievement of advanced career-technical training and/or post-secondary education

<sup>1</sup> Renaissance Learning, <http://www.RenLearn.com/>

The school embodies the intent to break the cycle of poverty and underachievement for youth who have dropped out of the traditional educational system and who are currently labeled as at-risk. SIATech Little Rock views all at-risk students as 'At-Promise' and will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded career options. This specialized school will enhance each student's ability to access and succeed in institutions of higher education, vocational-technical careers, and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to achieve success in the 21<sup>st</sup> century workforce.

SIATech believes that all students can learn and that they have the right to earn a high school diploma, even though they previously have been unsuccessful in a traditional school system for a variety of reasons. The unique partnership between SIATech Little Rock, the Arkansas State Board of Education, and Little Rock Job Corps will re-engage disenfranchised students in a high-tech, high-touch small learning environment, fostering academic achievement, career-technical training, and 21<sup>st</sup> century workplace-readiness skills. High school dropouts or students not on track to graduate with their cohort class will find the opportunity and support to complete their secondary education in a classroom lab where the focus is on rigor, relevance and relationships. The learning process at SIATech Little Rock will be personal and will occur one on one, in small groups, and independently. A motivating, integrated core academic program that is outcome-based rather than seat-time dependent provides incentive for students to build their skill sets, reach their potential, and achieve their goals. Additionally, students will demonstrate mission accomplishment through achievement on Arkansas state benchmark assessments and end of course tests.

#### **STANDARD 5 - EDUCATIONAL NEED**

Increasing America's graduate pool is an issue of national urgency. We can no longer accept the hemorrhaging of students from our schools without a diploma nor the number of school-age young people who have dropped out. Effective Dropout Recovery schools can be one of the solutions to this serious problem. The school will provide a critical point of re-entry for disconnected youth. Nearly 11,000 students from Arkansas high schools did not graduate with their class in 2009. This hurts the student, and the state as a whole. The consequences of dropouts include higher unemployment, lower wages, increased criminal activity, more reliance on public assistance, and lower civic engagement.<sup>2</sup> SIATech Little Rock is an option to help these students get their lives back on track through career training and an education.

Several studies have analyzed the projected impact of the dropout crisis on communities in the United States. It is estimated that a high school graduate would contribute an additional \$260,000 in increased income and paid taxes over his or her working life compared to a dropout<sup>3</sup>. Therefore, with a small per student investment in a dropout recovery high school such as SIATech Little Rock, the benefits would be immense over a working life. Even if the funding per student for two years were to equal \$20,000, if SIATech Little Rock graduates 125 Arkansas dropouts in 2011-12, the return to the state over the working lives of these students is estimated at \$30 million<sup>3</sup>.

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<sup>2</sup> Alliance for Excellent Education, Issue Brief, August 2009. <http://www.all4ed.org/files/HighCost.pdf>

<sup>3</sup> Alliance for Excellent Education, Issue Brief, August 2009. <http://www.all4ed.org/files/HighCost.pdf>

In the SIATech Little Rock classrooms, students will actively participate in learning the core academic subjects, reaching subject mastery, and achieving their goals. This school environment will probably be like nothing these students have ever seen – it is high-tech, interactive, rigorous, and engaging. Its caring and highly effective instructors will provide personalized and small group instruction to ensure each student stays on track to graduation. Whether students need an entire high school program or to make up a few credits, SIATech Little Rock will be a viable educational opportunity for a better future. There will be a focus on improving students’ skills in literacy, reading and writing, as well as numeracy. Additionally, the provision of career and technical training is crucial to developing employability skills for students who choose to enter the world of work at the end of high school. Increasing students’ reading levels, mathematical skills, and writing skills are fundamental to improving their chances of achieving proficiency on End-of- Course assessments, completing high school, accessing and completing higher education and progressing to gainful employment with opportunities for promotion.

SIATech’s small schools have had an impressive track record of success in its 12 years of operation. During this time, SIATech has gradually opened 16 fully-accredited school sites and more than 10,000 previous dropouts have earned their high school diplomas. The current ‘one size fits all’ accountability model provides a ‘disincentive’ for most schools to re-enroll students who have previously dropped out of school. This is largely due to the high degree of scrutiny and pressure schools are under to increase test scores and graduation/completion rates. SIATech believes that the implementation of rigorous, appropriate systems of accountability will assist with recovering dropouts and re-engaging them in learning. This is not only the *right* thing to do, but serves as an effective economic growth model for our country.

SIATech is committed to closing the school-to-prison pipeline and diverting more students into the school-to-work pipeline. SIATech is a specialty school, specializing in recovering school dropouts, an educationally disadvantaged and vulnerable population worthy of another opportunity. There are devastating economic and social implications of the high school dropout rate that cannot be ignored. Considering the safety and security of our citizens and communities, dropouts have a significantly higher rate of incarceration than the general population. A dropout is more than eight times as likely to be in jail or prison than as a person with at least a high school diploma.<sup>4</sup>

## **STANDARD 6 - EDUCATIONAL PROGRAM**

### ***Foundational Educational Philosophy – Curricular and Instructional Strategies***

The educational philosophy of SIATech Little Rock centers on the belief that all students should be afforded the opportunity to become independent thinkers who are intrinsically motivated to learn. In an effort to develop learners who will be successful participants in the 21<sup>st</sup> century, SIATech Little Rock staff will focus on the development of efficient thinking skills that empower students to be successful in our dynamic society as transformed learners.

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<sup>4</sup> Editorial Projects in Education Research Center and Education Week (2007). Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life After High School.

SIATech Little Rock will incorporate the belief system, theory, and parameters of Lev Vygotsky (personal and social aspects of the cognitive and the metacognitive); Jack Mezirow (transformative learning); Betty Garner (*Getting to Got It! Helping Struggling Learners Learn How to Learn*); Art Costa (habits of mind); Howard Gardner (multiple intelligences); and Reuven Feuerstein, whose techniques focus on the “*educability of intelligence*” and “*Intelligence is not fixed, it is modifiable.*” ***It is possible to have a brain and not have a mind. A brain is inherited: A mind is developed.*** Reuven Feuerstein

The key instructional methodology promotes **learner-centered efforts**. SIATech Little Rock will expand teachers’ repertoires with research-based strategies for teaching skills for thinking, increasing learning capacity, transferring learning to other situations, reducing impulsivity, and building intrinsic motivation. Explicitly teaching toward the development of cognitive functions facilitates student capacity for making connections, identifying patterns, formulating rules, and applying abstract principles to new situations.

Additional methods include cooperative and collaborative learning to encourage active participation, individual accountability in work groups, and the improvement of social skills. Staff will guide and encourage students in discussion groups, peer coaching, inquiry-based learning, and collaborative projects. In order to be successful in life, learners must learn to adapt to new and ever-changing conditions and team situations; that is, it is imperative that they develop a process for lifelong learning in a 21<sup>st</sup> century style work world. SIATech Little Rock will combine this learner-centered focus with a **competency-based** academic approach founded on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen's work on Professional Learning Communities (*Change Forces, Turnaround Leadership*), Ron Edmonds’s research on the school effectiveness movement, Robert Marzano's *What Works in Schools*, Larry Lezotte's *Stepping Up!*, and Stephen Covey's *7 Habits of Highly Effective People*.

One of the most important components of the SIATech Little Rock system, **competency-based learning**, moves away from reliance on seat-time credits (a measure of the length of time a student studies a subject) to a system that awards credits based upon the demonstration of skill-level mastery; with success based on a willingness to break the confinement of grade-level boundaries. As a student acquires a defined level of skill or competency, the student is guided toward the next set of Student Learning Expectations (SLEs) in the Arkansas Frameworks, regardless of grade level. Based on research and experience, a competency-based model brings the following benefits:

- Personalization and relationships
- Relevance and engagement
- Rigor and high standards
- Results - desirable outcomes
- Accelerated opportunities for earning credit towards graduation
- Empowered educators with expanded roles as "learning facilitators"

Competency-based learning regards each student as an individual with different learning needs. SIATech’s experience with ‘At-Promise’ students demonstrates that competency-based learning is a natural way to assist students’ progress from **dropout recovery** to lifelong learners. Students see first-hand the benefits of competency-based learning as they enter the employment



arena, realizing that real jobs seek to establish actual mastery—not just time on task. SIATech Little Rock will provide high expectations, an orderly atmosphere, strong emphasis on skill acquisition, and the frequent monitoring of student progress to promote student success. A small learning community allows for both a "high-tech" and a "high-touch" environment where students gain the academic skills and confidence to self-monitor their progress.

The SIATech philosophy is that relationships are the foundation of an effective, academic program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. Rather than seeing its student population as “at-risk,” SIATech focuses on each student’s strengths and believes all students are ‘At-Promise’. SIATech facilitates the ability of staff to guide student learning through positive methods, without coercion and in an atmosphere of warmth and concern. The school culture will be based on both 1) quality work in mastering the curriculum and 2) self-responsibility, helping students discover that education is the key to their future.

Innovations of SIATech’s program include a competency-based academic system (waiver request for competency to determine credits vs. Carnegie units based on hours in the classroom), authentic portfolio assessments, workplace-designed classroom environments, a custom-designed academic curriculum, small class sizes, standards-based testing, multimedia presentations of each student's work, daily access to industry-standard software, computer workstations for every student, and an elective program that includes career-technical certifications through the partnership with Job Corps.

Much of the students’ academic learning is guided by teachers using ConTech Learning Strategies©, SIATech’s own curriculum (described more fully in Standard 8). This integrated core curriculum embeds academic skills into learning industry-standard software programs such as Microsoft Office Suite, AutoCAD, and the Adobe CS3 Suite. In this custom curriculum, students learn to manipulate software applications to move through SLEs from the Arkansas Curriculum Frameworks in a classroom-based instructional setting. Competency is demonstrated in benchmark assessments and culminates in the presentation of Senior Projects and a Graduation Portfolio, representing a broad sampling of student learning.



SIATech’s custom-designed curriculum and instructional program provides:

- Complete integration of Arkansas Curriculum Frameworks and Common Core Standards (in progress).
- High-interest, real-life projects and assignments
- Academic skills of mathematics, science, English/language arts, and social studies learned through real-world problems and situations
- Interactive multimedia tutorials to learn math, grammar, writing, and technology
- Academic skills embedded in learning high-end technology
- Collaboration, with students doing, learning, collaborating with others, sharing, and teaching other students what they’ve discovered
- Interwoven connections with vocations, career-technical, and employability skills
- Each student’s multimedia presentation of Senior Projects and a Graduation Portfolio

- Hands-on career-technical training providing students with relevance for academic learning
- **Learner-centered** and individualized self-pacing, providing options and opportunities for students to create meaning from prior and current knowledge and experiences.

### Core Subject Areas

The core academic subjects of English/language arts, math, science, and social studies are fully aligned with the Arkansas Frameworks. Students of SIATech Little Rock will demonstrate numerous competencies upon graduation:

- **English/Language Arts** – Students will demonstrate proficiency in reading, literary analysis, the writing process and writing applications, the research process, media literacy, and presentation skills—in multiple forms of expression (written, oral, multimedia). Students will show communication skills appropriate to the purpose, setting, and audience. Additionally students will comprehend and critically interpret multiple forms of expression, ranging from literature to informational reading and complex technical directions.
- **Mathematics** – Students will demonstrate abilities to reason logically, problem solve, and apply mathematical processes and concepts encompassing algebra, discrete mathematics, geometry, and statistics. Trigonometry and calculus courses are available as needed for advanced students. Students will demonstrate how standards from these strands are interwoven through different mathematical tasks including AutoCAD, Excel, and math senior projects.
- **Science** – Students will show their knowledge of essential concepts in science including the nature of science, biology, physical science, and chemistry. Students will show competency in strands such as scientific inquiry, cell biology, genetics, ecology, physiology, chemistry, and physics. Lab activities are fully integrated throughout. Students will demonstrate other core skills such as critical thinking, problem-solving, measurement, lab procedures and safety, and data and graphical analysis.
- **Social Studies** – Students will demonstrate and apply civic, historical, economic, and geographical knowledge in order to serve as productive citizens in today's world of diverse cultures and global perspectives. More specifically, students will demonstrate proficiency and understanding of essential concepts about U.S. and Arkansas history, world history, geography, economics, and civics and U.S. government. Recent updates to ConTech© curriculum have put special emphasis on student demonstration of financial literacy.

Underlying and utilized throughout each of these core academic areas will be other core skills, such as the critical thinking skills of problem-solving, analyzing, and applying knowledge as well as the effective use of technology through its infusion across the curriculum. The content of all core academic skill areas is based upon the standards, objectives, and outcomes of both the Arkansas Frameworks for 9-12 and the new Common Core State Standards. Thus, SIATech Little Rock students will be well positioned to acquire specific subject-area skills and demonstrate a year's worth of learning for each year they are enrolled in SIATech Little Rock as measured by the End-of-Course exams in Algebra, Geometry, and Biology; the Grade 11 Literacy Exam; the STAR Reading and Math growth assessments, and SIATech Little Rock's own on-demand writing assessments.

Many students come to SIATech with a history of negative experiences at school and in their home life. SIATech's ultimate goal is to transform these young men and women who have given

up on school and themselves. SIATech Little Rock seeks to **TRANSFORM** former dropouts into **LEARNERS** who can access their prior knowledge to construct new understandings to guide their actions (Mezirow, 2000); who are open to alternatives and more emotionally capable of change; and who are ready to engage in critical thinking and discourse.

In summary, SIATech curriculum and instructional methods are based on currently recognized “**best practices**” for learning. Throughout, teachers and staff will facilitate, guide, and coach students:

- Through active participation in thoughtfully organized learning experiences that meet personal and career goals
- Within projects and themes that pose significant questions and present challenging problems
- With curricula that are interrelated and embedded in learning technology
- With involvement in hands-on activities through career-technical classes

Students leave SIATech with a solid academic knowledge base as well as marketable technical skills, increased academic confidence, and a high school diploma.

### ***Rationale for Enhanced Educational Options for Target Student Population***

SIATech currently serves over 3,500 former drop-outs in campuses located in four states (Florida, New Mexico, Arizona and California). The charter school re-engages disconnected students through an innovative program that blends technology with academics and provides youth the opportunity to earn a high school diploma. SIATech’s unique curriculum meets the needs of a high school population specifically designed for reluctant or disengaged learners who have dropped out of traditional high schools. In addition, SIATech provides this rigorous academic program coupled with an electives program emphasizing career-technical certification through vocational programs like Job Corps. This educational option is possible in Little Rock because of the partnership with the Job Corps program that will provide facilities and elective high school credits for students in the career-technical training program.

For the past twelve years, SIATech has been honing strategies that give disadvantaged youth the chance to complete their secondary education in a technology-rich environment that supports academic achievement and career-technical proficiency. SIATech’s high-tech, competency-based, integrated curriculum provides incentive for students to build their skill sets and achieve their goals.

### ***Emphasis on Real-Life Skills “Beyond the Schoolhouse Door”***

Through partnership with Little Rock Job Corps, SIATech students will participate in career training and service in the workplace and the community beyond the schoolhouse door. Career training and community service activities enable students to achieve the following:

- Learn and practice workplace competencies in real-world situations
- Experience the connection between school-based academic learning and the larger, interconnected local/regional/national/global communities
- Gain personal experience with the infrastructure of local communities and experience the importance of being a contributor to the well-being of the larger community
- Participate in apprentice-like learning and hands-on experiences that prepare them for careers and



advanced levels of learning, collegiality, and responsibility.

The Little Rock Job Corps Center offers an array of career-technical certification programs as a response to the current economic crisis and rising unemployment. Because the Job Corps career-technical program provides the majority of each student’s elective course credits, many graduates from SIATech Little Rock will also hold an industry-standard certification in a career-technical area. Career-technical training programs available to students at the Little Rock Job Corps Center are presented below:

<b>Training Program</b>	<b>Course: Certification</b>
Business Technology	<i>Certiport</i>
Culinary Arts	National Restaurant Association
Facilities Maintenance	OSHA, NCCER (National Center for Construction Education and Research),
Health Occupations	State Licensure
Heating, Ventilation and Air Conditioning (HVAC)	OSHA, NCCER (National Center for Construction Education and Research),
Network Cable Installation	Adobe System, Inc.
Plumbing	OSHA, NCCER (National Center for Construction Education and Research),
Security	IFPO (Certification International Foundation for Protection Officers)

One of the reasons SIATech has been so successful with this student population is the partnership with vocational institutions like the Little Rock Job Corps Center. Students spend part of their day in academic classes, gaining the language, reading, numerical, and study skills needed for success in vocational classes. They spend the other part of their day gaining hands-on work experience in their chosen career-technical training vocation.

Through both the academic and career-technical programs, students develop “real-life” skills that equip them to continue learning through healthy adult lives:

- Planning, initiating, and completing both short and long-term projects
- Study skills and habits, such as note taking, Internet research skills, planning strategies
- Reflecting on and evaluating one's own and others' learning
- Collaborating effectively with others in teams and work groups
- Financial management skills (e.g., budget development, banking, credit cards, entrepreneurship, spreadsheets, etc.)
- Professional communication skills – both oral and written
- Job readiness and career development skills (e.g., résumés and career websites, online job postings, interviewing skills)
- Employability skills (e.g., punctuality, attendance, proper attire)

Students will demonstrate fulfillment of these competencies through completion of coursework, mastery testing, projects, oral presentations, and reflections. Placement after graduation is an

important focus for SIATech students. Part of the Job Corps measurement system includes a six-month and one-year follow up on student placement. This helps to focus attention on continued success for many students after graduation.

SIATech supports an ideology whose time has arrived. Never has “*Real Learning for Real Life*” been more critical to the success of our nation’s students and our educational system. Competency-based education coupled with rigor, relevance and relationship, in a high- tech and high-touch environment, facilitates a unique learning experience and meaningful transformation that creatively meets the needs of 21<sup>st</sup> century learners.

### ***School Day and Year***

SIATech Little Rock will be an open-entry open-exit school to support the needs of the ‘At-Promise’ (at-risk) student population. The school will follow a year-round calendar to offer maximum opportunities for these students to meet their academic goals. The campus will have 6.5 instructional hours per day with 1.5 additional hours for lunch and breaks. The proposed hours of operation for staff are 7:30 am to 4:30 pm with students attending 8:00 am to 4:00 pm.

SIATech Little Rock will follow an extended school calendar of approximately 200 instructional days each calendar year. The campus will be closed for most national holidays and for three-week breaks in winter and summer (a total of 6 weeks). The precise dates will depend on the Little Rock Job Corps center calendar. The longer school year, coupled with an open-enrollment policy, will enable students to work on requirements for a high school diploma in classroom-based technology environment on a year round basis.

SIATech’s proven success throughout the nation in educating and training ‘At-Promise’ youth confirms that the extended-year and extended-day model have dramatically increased the graduation rate and accelerated performance in other SIATech schools that operate in partnership with the Job Corps program.

## **STANDARD 7 – ACADEMIC ACHIEVEMENT GOALS**

### ***Performance-Based Goals and Measurable Objectives***

As a career-technical training and competency-based academic program, SIATech’s academic purpose is to improve students’ literacy, numeracy, and technology skills to help them complete high school and to prepare them for higher education and careers. SIATech is committed to increasing student learning and achievement for each individual student. As students attend SIATech for months, rather than years, academic growth is most effectively measured individually student-by-student rather than annually by four-year cohort groups. It is our goal to transform individuals, empowering them to become life-long problem solvers and learners who are productive members of society and the workforce. All SIATech Little Rock students, excepting those noted for exception according to state education law will participate in the Arkansas standard state assessments (augmented Benchmarks, General and High-Stakes End-of-Course, and High School Literacy) following the guidelines established by the Arkansas State Board of Education and adhering to state graduation requirements. As a year round school, with open entry/exit, students will need to access assessments when offered regardless of where they are in coursework. For this reason, assessments not available throughout the year are not included in the school’s performance based goals or measurable objectives. Instead SIATech has chosen to focus on ‘distance-traveled’ vs. ‘point-in-time’ assessment results.

Specialty high schools face inherent difficulties in meeting student proficiency targets and graduation rates required of traditional district high schools. Formal requests have been made to the United States Department of Education to permit schools serving predominantly alternative student populations to be judged accountable for student improvement in ways other than and in addition to the accountability measures used for traditional district high schools.

SIATech proposes an “Individual Student Growth” model as an appropriate way to measure the success and progress of a specialty school serving a predominantly alternative student population, 90%+ under-represented and 95%+ free and reduced lunch eligible students, nearly all of whom have previously dropped out of school at least once. This accountability will focus, first and foremost, on individual student ‘expected’ and/or ‘value-added’ growth in literacy and numeracy. Expected growth, minimally, is a year’s academic growth for each 10 month period enrolled in school. ‘Value-added’ looks at each student's past assessment performance and uses it to project future performance. The difference between the actual and expected/projected results is the estimated ‘value’ that SIATech adds during the year. School results reflect the average of the assessment outcomes for all students during the period analyzed. The cohort group referenced below refers to all exiting students, annually, SIATech graduates and any students enrolled for a minimum of 10 months. It is also of significant importance to focus on raising the expectations of the school’s ‘At-Promise’ students with respect to their future (Goals 4-6).

**For Goals 1, 2 and 3:** SIATech Little Rock will implement a system of measuring individual student math/reading learning gains using the Renaissance STAR math/reading baseline and growth assessments and the SIATech Writing Growth Evaluation Process. Student STAR growth results will be evaluated by an independent expert (Dr. John Schacter/Value-Added Analysis Network<sup>5</sup>) using Renaissance STAR norming tables and Stanford & UCLA statistics professors. Writing growth will be evaluated as a measurement for years 2, 3, 4 and 5. The expected percentage (%) of individual cohort students meeting expectations each year is as follows:

<b><u>Math and Reading</u></b>	<b><u>Writing*</u></b>	<i>* The % is lower for this assessment due to the inexact human grading process and the use of a holistic, 4 point rubric.</i>
Year 2: <b>65%</b>	<b>55%</b>	
Year 3: <b>70%</b>	<b>60%</b>	
Years 4 thru 5: <b>75%</b>	<b>65%</b>	

**Goal 1: Student Math Progress:** After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Math assessment using baseline and growth scale scores.

**Goal 2: Student Literacy Progress (Reading):** After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Reading assessment using baseline and growth scale scores.

**Goal 3: Student Literacy Progress (Writing):** After a baseline measurement year, SIATech Cohort students will demonstrate appropriate improvement on the SIATech CAS On-Demand Writing Assessment using the double-blind scoring system.

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<sup>5</sup>Value-added Analysis Network, <https://valueadded.teachingdoctors.com/register/>

**For Goals 4 and 5:** SIATech Little Rock will implement practices promoting student future success by implementing both career and educational planning for students. Using the participation average from year 1 and 2 as a baseline, graduates in years 3 thru 5 will accomplish the following tasks at a rate (%) equal to or greater than the previous years' average (e.g. Year 4 average participation will meet or exceed the average of years 1, 2 & 3).

**Goal 4: Student readiness to enter the workforce:** After completing the requirements for a high school diploma, an increased % of SIATech Little Rock graduates, annually, will register with a minimum of three online career search engines in a career field of their choice as evidenced in their senior portfolio of student work (years 3 thru 5).

**Goal 5: Student readiness to enter postsecondary institutions of learning:** SIATech Little Rock will encourage an increase in graduates' enrollment in colleges and universities by promoting student participation in 'college going behaviors' in years 3 thru 5.

- Increase the average % of graduates' participation in ACT or SAT college admission testing
- Increase the % of graduates' completion of applications for financial aid
- Increase the % of graduates' completing an application(s) to a college or university

**Goal 6: Student Growth as a Transformed Learner:** 95% of SIATech Little Rock graduates will demonstrate individual growth as a Transformed Learner by presenting a portfolio of work, as part of their Senior Project Presentation, demonstrating growth in:

- The four core academic content areas (English [**specific focus reading comprehension**], mathematics [**specific focus on math reasoning**], science, social studies)
- The use and understanding of technology

This will be evaluated as a measurement for years 1-5.

Much of the SIATech Continuous Improvement Process is founded on Steven Covey's<sup>6</sup> *7 Habits of Highly Effective People*. Over the past six years, SIATech employees have participated in this training, which helps individuals improve interpersonal communication, take initiative, establish greater trust, strengthen relationships, increase influence, and balance key priorities. Additionally staff has participated in Franklin Covey's<sup>7</sup> Time Management Solutions, helping them to define their values, set goals, and plan weekly and daily in order to focus on their highest priorities and accomplish what counts. Both of these trainings have been provided to all levels of the organization, from Boards to school site staff and support staff. Additionally, Steven Covey Leadership training (*FOCUS: Achieving Your Highest Priorities*<sup>TM</sup>) has been provided for leadership and Board members. This training assists leaders in learning to clarify, focus on, and execute their highest priorities. Time is spent on the skills of planning and organizing so time is spent on tasks that really matter. Individuals discover how to define goals and break them into key tasks; eliminate unnecessary activities to reduce stress, balance work and life priorities; and master information management with a proven planning system. SIATech has developed a strong professional development program for all staff and individualizes support for each site in their improvement efforts. Individual, team and organizational goal achievement is addressed using 'The Four Disciplines of Execution' and its *xQ Service*<sup>8</sup>, a web-delivered survey. "The

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<sup>6</sup> The 7 Habits of Highly Effective People®, <https://www.stephencovey.com/7habits/7habits.php>

<sup>7</sup> <http://www.franklincovey.com/tc/solutions/the-7-habits-solutions>

<sup>8</sup> <http://www.franklincovey.com/tc/solutions/business-execution-solutions/xq-service>

SIATech Superintendent is a trained Covey facilitator, providing in-house professional development using Covey materials.

The use of the *xQ Service*, gauges individual employees and teams' focus on and execution of the organization's top priorities and provides direction for improvement. Leaders are able to improve the consistency of their execution and performance and to assess knowledge and practice as it relates to organizational mission, vision and values and execution on highest priorities. Individual leadership is measured by the LQ, an individual Leadership Quotient assessment which is administered every two years. The result of each person's survey is confidential and has done much to help all SIATech leaders develop leadership skills and attributes. Goal setting and evaluation tools are aligned with the elements of strong leadership.

Each department within the organization designs and utilizes scoreboards as visual representations of their progress toward achieving goals. Scoreboards are updated on a monthly basis, and shared and fine tuned in ongoing and regular meetings with a representative from Franklin Covey. Members of each department use scoreboards not only to monitor their progress, but also as incentive to do what it takes to maximize their efforts in reaching their goals. As part of communication efforts by the organization, selected departments present their goals and related scoreboards to their colleagues during the monthly scheduled Administrative Cabinet meetings. This exercise builds on personal/departmental accountability and provides alignment among all components of the organization, helping the organization as a whole to effectively meet its objectives.

An additional way of assessing current practices and employee satisfaction, SIATech staff (site staff and central office staff) is surveyed using a SIATech developed, web-based survey in July of each year.

## **STANDARD 8 – CURRICULUM DEVELOPMENT AND ALIGNMENT**

### ***SIATech® Curriculum***

The SIATech curriculum has been developed and improved over the course of twelve years to prepare students with real-life skills that can be transferred to the world of work and/or higher education. The SIATech model has been successful at eight campuses in California, two in Arizona, one in New Mexico, and five in Florida.

The SIATech core academic curriculum focuses on intellectual development. The instructional plan is theme-centered, integrated, interdisciplinary, problem-focused, and project-based. The student-as-worker/teacher-as-coach is a central concept.

Student learning is guided by highly qualified teachers using ConTech Learning Strategies© (ConTech©), SIATech's custom curriculum. Instruction with this curriculum is facilitated by highly qualified professional educators who believe in students. ConTech© curriculum, aligned with the Arkansas framework, was developed for the school's community of learners who share the philosophy that the best way to achieve and learn is through active participation in thoughtfully organized experiences that meet personal, educational, career, and graduation goals.

ConTech Learning Strategies© curriculum was developed for SIATech charter schools because it implements “best practices for learning” to meet the unique needs of ‘At-Promise’ students. It integrates the demands of modern industry to produce an academically strong and technology-fluent workforce, and provides students who were previously unsuccessful in the traditional school setting the academic support to earn a high school diploma. This innovative curriculum and learning approach captures students’ imaginations and interests by weaving academic knowledge with technology and real-world applications in a work-like setting.

### Curriculum Innovations

SIATech’s use of the innovative ConTech© curriculum will provide students who were previously unsuccessful in a traditional school setting with the relevance, flexibility, and staff support to earn a high school diploma.

The ConTech© curriculum objectives are designed specifically for students in a dropout recovery/dropout prevention program and help students build numerous, discrete technical and academic skills integrated throughout a comprehensive program. A sampling of these skills appears on the cover page of each ConTech© module, as shown in the illustration.

*Curriculum Features*

- Custom-designed content for Career Prep—  
(many connections with vocations, employability skills, etc)
- Aligned to academic standards & state exit exams
- Integrated curriculum *(English, math, science, social studies & technology)*
- Basic skills embedded in learning high-end technology
- Complies with accreditation requirements
- Builds toward multimedia projects

*Math & CAD: Module 3*

At the end of Module 3, you should be able to:

- Use solids, solids editing, and scale tools to recreate your architectural design skills.
- Solve systems of linear equations.
- Solve quadratic equations using the quadratic formula.
- Identify triangles and classify them according to the number of congruent sides and types of angles.
- Apply theorems of medians, altitudes, and midsegments.
- Apply the Pythagorean theorem.
- Apply the properties of isosceles triangles.
- Apply properties of parallelograms.
- Find the area of parallelograms, triangles, and trapezoids.
- Find the area and volume of pyramids.
- Apply the formula for distance, midpoint, and the slope of a line.
- Graph a line and determine the equation of a line.

Technology

Vocational State Standards

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SIATech Little Rock will employ professional educators who are skilled at adapting the flexible learning activities in each module to individual student needs, abilities, learning styles, and interests while still meeting the curriculum objectives. SIATech teachers have found that offering students options for topics, learning partners, self-pacing, projects, and/or technology builds intrinsic rewards for learners.

The model that SIATech uses for curriculum delivery is also innovative. To support the needs of a diverse student population and offer even more flexibility, SIATech uses a **blended delivery model** that is dependent upon the skills of highly qualified teachers. Many ConTech© tutorials, tests, activities, and resources are embedded in SIATech’s learning management system (LMS), Angel Learning Management, for online delivery. With this blended model, students have daily access to both classroom instruction with in-person teachers in all content areas, and also an eLearning environment.



SIATech is also pioneering in its belief that all students can and will learn if provided relevant learning experiences that are fully integrated with state-of-the-art, industry-standard software and technology. For example, students will learn the full range of language arts standards as they simultaneously acquire technology skills in the Microsoft Office 2007—Word, Excel, PowerPoint, and Publisher. Similarly, while learning standards-based mathematics from arithmetic to trigonometry, students will simultaneously gain skills with Excel and AutoCAD software. Students will discover graphic arts and website design through the Adobe CS3 Suite, even developing their own resume

websites. Skills are not taught in isolation but are always integrated with high-end software packages and workplace readiness skills. Classrooms will be equipped with high-end, Internet-accessible workstations that simulate a modern office environment rather than a traditional school classroom. Scanners, laser printers, digital and video cameras, and video editing and other multimedia equipment will support student learning throughout.

In addition to the integration of technology with curriculum, the SIATech program is thematic, with many lessons scaffolding towards larger, more comprehensive projects. The culminating Senior Projects and multimedia presentation of the Graduation Portfolio represent larger outcomes that demonstrate a full array of student learning.

SIATech Smart Core Curriculum for a High School Diploma			
Subject Areas	Credits	AR Frameworks - Gr 9-12	Assessments
<p><b>English*</b>  <b>Modules A, B, C</b>  <b>Writing and Technology</b>  <b>Senior Projects</b></p> <p>English 9            English 10            English 11            English 12            Oral Communication (.5)</p> <p><b>*integrating science, social studies, technology, and senior projects</b></p>	<p><b>4</b></p> <p><b>.5</b></p>	<p><b>English Language Arts</b>  <i>Oral and Visual Communication</i>            Standards 1-3  <i>Writing</i>            Standards 4-7  <i>Reading</i>            Standards 8-11  <i>Inquiry/Researching</i>            Standard 12</p> <p><b>Library and Media</b>  <i>Inquiry</i>            Standards 1-2  <i>Application</i>            Standards 3-9  <i>Connection</i>            Standards 7-9</p>	<p>Grade 11 Literacy Exam            Minimum of 3 out of 4 on rubric-scored writing            80% minimum on module tests            Proficiency Exam            Challenge Tests            Formative oral assessments            Senior Projects Portfolio            STAR Reading Test            English Language Development Assessment (ELDA)</p>
<p><b>Mathematics*</b>  <b>Modules 1, 2, 3, &amp; 4</b>  <b>STEM Module (Science, Technology, Engineering, Mathematics)</b></p> <p>Algebra I            Algebra II            Geometry or Investigating            Geometry            Statistics</p> <p><b>integrating science, technology, and senior projects</b></p>	<p><b>4</b></p>	<p><b>Mathematics</b>  <i>Algebra</i>            Standards 1-5  <i>Algebra II</i>            Standards 1-6  <i>Geometry</i>            Standards 1-5  <i>Statistics</i>            Standards 1-11</p>	<p>End-of-Course Exams (Algebra 1, Geometry, Algebra II)            Placement tests            Proficiency Exam            80% minimum on final tests            Formative oral assessments            Math Senior Project            STAR Math Assessment</p>

<b>Science*</b> Biology Physical Science Physics <b>*integrating laboratory requirements, math, social studies, and technology</b>	3	<b>Science</b> <i>Biology</i> Standards 1-15 <i>Physical Science</i> Standards 1-14 <i>Physics</i> Standards 1-7, 9,13,16-21.	End-of-Course exam (Biology) Minimum of 3 out of 4 on rubric-scored projects & writings 80% minimum on final tests Formative oral assessments Rubric-scored labs
<b>Social Studies*</b> Civics (.5) World History (1) American History (1) Economics** (.5) <b>*integrating financial literacy, AR History, reading, writing, technology, &amp; senior projects</b>	3	<b>Social Studies</b> <i>Civics/American Government</i> Standards 1-13 <i>American History (U.S. History)</i> Standards 1-19 <i>World History</i> Standards 1-10 <i>Economics**</i> Standards 1-13 <b>**will be taught by a licensed social studies teacher</b>	Minimum of 3 out of 4 on rubric-scored units, essays, and projects 80% minimum on tests Formative oral assessments
Health and Safety (.5) Physical Education (.5) Fine Arts (.5 unit)	1.5	<i>Health and Safety</i> Standards 1-7 <i>Physical Education and Leisure</i> Standards 1-4 <i>Art</i> Standards 1-5	80% minimum on tests Minimum of 3 out of 4 on rubric-scored units, writing, projects Performance-based assessments
<b>Career Focus for a High School Diploma</b>			
<b>Career-Technical*</b> <b>*courses to be determined in partnership with Little Rock Job Corps</b>	6		Training Achievement Records (TARS)
<b>Total Credits</b>	<b>22</b>	<b>Required for graduation</b>	

SIATech schools have achieved outstanding results in recovering students who have experienced difficulty in school. Measurable academic success, as well as student and staff feedback on surveys and interviews, have given SIATech schools an outstanding track record of achieving *Real Learning for Real Life* to increase and improve learning opportunities for ‘At-Promise’ students; thereby preparing them to achieve a high school diploma and to succeed in both career technical/vocational careers and higher education.

### ***Curriculum Alignment***

Based upon an analysis of the Arkansas Frameworks for 9-12 and the Arkansas Department of Education’s high school graduation requirements, SIATech is confident that the curriculum is aligned with and embeds the Arkansas Frameworks. SIATech’s curriculum provides a special emphasis on those standards related to literacy and numeracy and will require students to meet the Smart Core graduation requirements (22-credits) as indicated on the previous chart.

In addition, SIATech is taking steps to align the ConTech© curriculum to the new Common Core State Standards (CCSS) to prepare for future integration of CCSS fully into the Arkansas Frameworks.

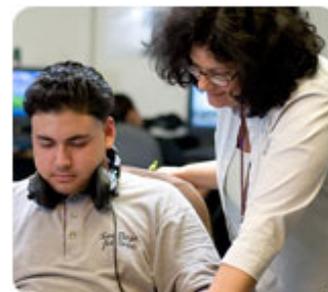
### ***Curriculum Evaluation – Ongoing Review & Updates***

SIATech Little Rock will utilize the Comprehensive School Improvement Plan to review and improve the SIATech curriculum and educational program so students will excel in learning and academic achievement on an ongoing basis. The integration of real-life skills that can be transferred to the world of work within the curriculum helps to support student engagement, self-monitoring of their learning and integrating new information with prior knowledge.



The SIATech program has been and will be continually assessed and improved through several means:

- Analysis of baseline and growth student achievement data in reading, mathematics, and writing to determine if students are showing a year or more of learning for each year of enrollment
- Tracking annual graduation numbers to determine how many former dropouts are returning to school and graduating with a high school diploma after completing the SIATech educational program
- Meeting the standards for accreditation adopted by the Arkansas Department of Education and the U.S. Regional Accreditation through AdvancedED (AdvancedED, NCA-CASI)<sup>9</sup>
- Implementing annual school improvement activities
- Annual curriculum reviews by a Curriculum Development Coordinator and curriculum team to maintain a high quality of acceptable student work.
- Professional development meetings between the curriculum team and subject area lead teachers at “Roundtable Workshops” to analyze student performance data and plan curriculum improvements.
- Continuous updates to SIATech curricula to reflect content enrichment, best practices in curriculum delivery, industry-standard technology updates, and alignment to the most current state standards
- Professional development program driven by data and facilitated by a Professional Development Coordinator in a collaborative, interactive setting focused on improving student learning outcomes in literacy and numeracy.



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<sup>9</sup> AdvancedED Arkansas, <http://www.advanc-ed.org/locations/arkansas-office>

Most importantly, to bring joy and excitement about learning and to maximize each student’s learning potential, the SIATech school community will reflect an atmosphere of respect, a belief system that every student can and will learn, and a school culture of inclusion, collaboration, and caring.

*“No significant learning occurs without a significant relationship of mutual respect.”* Comer<sup>10</sup>

### **STANDARD 9 – GEOGRAPHICAL SERVICE AREA**

SIATech will be located on the campus of the Little Rock Job Corps Center in Little Rock, Arkansas. The Little Rock Job Corps Center provides full services to its residential students, e.g. food services, medical, dental, etc, approximately 85% of its student population. The target population of SIATech Little Rock is Out of School Youth, students who for a variety of reasons have previously dropped out of school. It has been the experience of SIATech Charter Schools housed at fourteen other Job Corps Centers that the greater majority of the SIATech student enrollment comes from students attending Job Corps. We anticipate that students coming in from the local community and not participating in Job Corps will be from Little Rock, North Little Rock and Pulaski County Special School Districts.

### **STANDARD 10 - ANNUAL PROGRESS**

SIATech Little Rock will ensure compliance with annual report requirements as stated in the *Standards for Accreditation*, Section II, Goals and Administration of Arkansas Public Schools and School Districts. School staff will develop, with appropriate community involvement, a comprehensive report describing the school accomplishments with respect to: student academic performance objectives, program goals, accreditation standards, including state benchmark assessments, and a School Improvement Plan. This will be done in accordance with Department guidelines. There will also be an annual curricular review to ensure alignment with state standards.

The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the *Arkansas Gazette* (or other appropriate news media) on or before November 14<sup>th</sup>. The report will also be available to the public through the school website which is accessible to students, parents and the community. The website will also include program updates and highlights of student achievement.

SIATech, Inc. will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather community and stakeholder feedback. This meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements of Arkansas public schools for reporting to parents/guardians, the community and the State Board of Education.

### **STANDARD 11 - ENROLLMENT CRITERIA AND PROCEDURES**

This charter will target enrollment so as to address the needs of youth who have previously dropped out of school and are seeking to re-commit to their future by completing the requirements to earn an Arkansas high school diploma. Youth seeking this opportunity, who are also in need of special education services and/or English Language Learners, are encouraged to seek admittance. In accordance with federal and state laws, no high school eligible youth will be

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<sup>10</sup> Foundation for Educational Administration, [http://www.featraining.org/turning\\_in-depth.aspx](http://www.featraining.org/turning_in-depth.aspx)

denied admittance based on race, ethnicity, national origin, ethnicity, sexual orientation, gender or disability. Meeting the academic needs of out-of-school youth is a SIATech priority.

SIATech may provide for exclusion of a student who has been expelled from another public school district as authorized by Arkansas Code 6-18-510. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances, with partner support. Failure of parent or students of majority age to disclose this information or the provision of false information can, and most likely will, result in immediate dismissal.

To ensure sufficient enrollment, school staff will work with the Little Rock Job Corps Center to ensure that all their high school eligible student-trainees are informed about the school program. The orientation program at the Job Corps Center will serve as a primary means of information outreach. Other strategies for outreach include:

- Community child welfare agencies
- Ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community
- City and county workforce agencies
- Workforce training institutions including, but not limited to community colleges and public workforce training institutions

***Achievement of a racial/ethnic balance***

SIATech Little Rock will not charge tuition for enrollment nor for participation in the school program. The school will be open to any high school eligible student living in Arkansas, but will focus its recruitment efforts mainly toward students who have dropped out of school. SIATech Little Rock will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law and, as such, will be both racially and ethnically diverse.

As previously indicated, based on the proven success of SIATech throughout the nation in educating and training special needs and at-risk youths and due to the uniqueness of our partnership with the Job Corps Center, it is anticipated that most of the students who will apply to SIATech Little Rock will be students enrolled at the Little Rock Job Corps Center. Students who have a desire and understand the value of a high school diploma, likely require a non-traditional approach to education in order to be successful. Anticipated diversity is demonstrated from current SIATech school’s student demographic data. Please see estimates listed below:

Race/Ethnicity	SIATech Charter High Schools
White Non-Hispanic	13.5%
Black Non-Hispanic	75.7%
Hispanic	9.3%
Asian/Indian	0.5%
Pacific Islander	0.3%
Other	0.7%

***Enrollment policies and procedures***

A request waiving uniform dates for the beginning and end of each school year provides open entry and exit options for out-of-school youth providing them the required flexibility to access

education at this time in their lives. Applications throughout the year will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). In the event that more students apply for admission to the school than can be accommodated under the terms of the charter, a random, anonymous lottery will be held to ensure open access to all eligible public high school applicants. The drawings will be held on the Job Corps Center and will be publicized on the school website with all pertinent information. The Public charter School Program Coordinator will be notified prior to lottery drawings. The principal, with at least one school board member and one additional school employee in attendance will lead the meeting. Parents/guardians and/or students will be notified of their child's acceptance no later than one week after the drawing and will have ten (10) days to notify the school, in writing, of their decision to attend.

Parents/guardians of students who will enroll in SIATech Little Rock will receive an Enrollment Packet containing information about the school and forms necessary for registration. The Enrollment Packet will include a registration form; the Department of Health's Cumulative School Health Record form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an emergency. Parents/guardians will be given a copy of the Student Handbook and will be required to sign a form indicating that they have received the handbook and read its contents. The form will be kept in the student's file. The Student Handbook includes descriptions of the policies and procedures that will be utilized to ensure student and parent/guardian due process rights.

A student orientation meeting will take place prior to enrollment in the school. The orientation meeting will serve to acquaint students and parents/guardians with the facility, introduce school policies and procedures, and provide information that will be of benefit for the first days of school.

## **STANDARD 12 – STAFFING/JOB DESCRIPTIONS**

### **Principal**

The school principal will serve as the school's educational leader. While not requiring administrative certifications (see waiver request), the SIATech Little Rock management and SIATech Little Rock Board of Directors will look only for the most highly qualified individual to serve as principal. The principal will be accountable to the SIATech Little Rock, Inc., Board of Directors. The principal will work as a peer in learning and using shared values and moving the school community toward achievement of a common mission and vision. A key component in this work is building the capacity of stakeholders; the principal will serve as an instructional leader and be responsible for the following duties:

- Supervise daily operations of staff, program, and instructional leadership.
- Certify attendance & ancillary reports.
- Work with partners to schedule students.
- Assign/coordinate staff schedules (calendars).
- Interview qualified applicants and recommend new employee hires.
- Monitor student progress toward earning a high school diploma (matrix, senior check-off).

- Update student records regularly.
- Enroll new students.
- Certify student graduation requirement completion.
- Provide timely reports as required to SIATech central.
- Evaluate staff, minimally once/year on the established evaluation schedule.
- Order equipment/site inventory/maintenance.
- Maintain site records of student academic progress and attendance.
- Serve as on-site liaison to partner.
- Conduct site trainings as needed.
- Conduct weekly site staff meetings.
- Attend scheduled management meetings.
- Maintain appropriate qualifications and certifications for site leadership.
- Participate in professional growth opportunities/workshops to improve leadership and management skills.

The principal will be paid based on a combination of years of experience and education.

### **Teachers**

The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore, the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. While the school will not require teacher certification (except in Special Education), it is the intent of the school to employ only degreed highly qualified teachers with exceptional qualities in training, experience and teaching ability. Teacher hiring will be consistent with the school mission and will ensure a low student-to-teacher ratio. Special Education Teachers will have the appropriate certification needed in alignment with Arkansas Law. The assigned responsibilities of the teacher are as follow:

- Develop and teach skills and knowledge in one or more courses and/or grade level utilizing course(s) of study adopted by SIATech Little Rock.
- Instruct students in citizenship, basic communication skills, and other general elements of the course of study specified by state law and SIATech Little Rock policy and procedures.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning process and in accordance with SIATech Little Rock policy and procedure.
- Evaluate student progress, consistent with school policy and philosophy, keep appropriate records, prepare appropriate student reports, and effectively communicate with students, supervisors, and parents.
- Provide multiple opportunities for students to upgrade work and improve their performance.
- Perform basic attendance accounting and business services as required.
- Maintain professional competence through participation in professional growth activities.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt the curriculum to the needs of students with varying abilities, and cultural backgrounds.

- Create, with assistance from students, a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
  - Work collaboratively with subject area teams. Attend and contribute to collaboration meetings.
  - Select and requisition books, instructional aides, instructional supplies, and maintain required inventory records.
  - Ensure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
  - Administer group-standardized tests.
  - Assume responsibility for a reasonable amount of non-teaching activities such as directing of extra-curricular work, teachers' meetings, professional study, in-service training, curricula revision, student supervision, and other similar activities.
  - Plan, coordinate, evaluate the work of technical and house assistants, and other assigned staff.
  - Be familiar with state teaching standards and proficient with teaching to content standards.
- The teacher pay scales are competitive with local districts (Attachment F). Pay scales, payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Administrative Assistant**

The primary function of the administrative assistant will perform a wide variety of specialized clerical and secretarial functions independently in support of the administration. The administrative assistant will be responsible for board meeting organization and minutes of the board meeting. In addition, the administrative assistant will have the following responsibilities:

- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Schedule meetings, conferences, and appointments.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Prepare all board packets for quarterly board meetings.
- Notify all board members regarding meetings, etc.
- Responsible for taking minutes and transcribing minutes for all board meetings.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Registrar**

The registrar will perform various complex record keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, evaluating student transcripts, maintaining student records and providing assistance in general functions of the school office. In addition, the registrar will have, minimally, the following responsibilities:

- Perform various complex clerical and statistical record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures; enter information and data into computer
- Prepare and maintain permanent records and cumulative folders, transcript files, and demographic information on enrolled and incoming students; request necessary records and initiate telephone and written communication relative to student records.
- Process and forward transcripts and records to colleges and other institutions from student permanent records according to established guidelines and procedures.
- Evaluate incoming student transcripts and transcribe credits to conform to the SIATech Little Rock system; enter new students' grades into the computer to create a history file and transcript; process, enter, or change grade, race, immunization and other related student information according to established procedures; maintain student test scores as required.
- Prepare and maintain State and SIATech Little Rock reports and files; prepare four year cards, compose correspondence, memos, reports, etc. for counselors/administrators as needed; prepare and distribute diplomas, NCAA forms, and others as required.
- Operate office equipment including computer and printer, typewriter, facsimile and copier.
- Prepare withdrawal papers, retrieve files and print transcripts; assure student accounts are maintained according to established policies for appropriate grade clearance.
- Assist students, counselors, parents, and others in person or on the telephone regarding student records, transcript requests, and enrollment procedures.
- Input student grades earned, course units, adult school, and independent study, advocate and County school course work.
- Provide grading materials to certificated instructors; assure timely return for processing student grade cards and graduation notices.
- Communicate with a variety of school personnel, parents, and outside organizations to exchange information, resolve issues, answer questions, and coordinate activities.
- Provide certificated instructors with academic warnings and report card materials as requested; provide class rosters and class enrollment records.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Instructional Aides**

The instructional aides will assist students by providing instruction to individual students or small groups of students in a classroom or other learning environment and incorporating technical skills and curriculum in all areas of learning. In addition, the instructional aide will have the following responsibilities:

- Assist in the presentation of instruction to individuals/small groups of students, reinforcing teacher instruction; assist students in their understanding and comprehension of curriculum, performing remedial exercises and other basic instruction as required.
- Assist in planning and implementing instructional strategies to meet curriculum objectives and development of computer knowledge and skills.
- Assist students in comprehending language and academic subject matter, monitor individuals and groups of students in computerized learning activities; explain and demonstrate theories and principles of the assigned subject area.

- Repeat and reinforce instruction of computer based curriculum to assist students' comprehension and understanding, provide more individual assistance to students experiencing learning difficulty; explain errors and answer questions.
- Report student performance progress and behavior as required; provide input and assist with determining student advancement through established curriculum and computer programs.
- Communicate with students about their own performance and behavior.
- Assist in the preparation of instructional materials as directed by the teacher, and/or site principal.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Administer, correct, and record tests, writings, and projects as directed. Perform a variety of clerical duties such as recording grades, taking attendance, maintaining records and files, and preparing classroom materials.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Inform and make recommendations to teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.
- Assist co-workers in completing assignments and projects as assigned.
- Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.
- Responsible for providing support to staff and students with computer based curriculum.
- Attend ongoing technical training to keep current with ever-changing technology

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Testing Specialist**

The Testing Specialist will coordinate and organize all student testing including internal tests (reading, writing and math) and state mandated tests. The Testing Specialist will also provide assistance to individual students or small groups of students in a classroom or other learning environment and provide guidance for students seeking postsecondary education. In addition, the Testing Specialist will:

- Ensure all eligible SIATech Little Rock students are participating as required in all GED test, TABE, ACT/SAT tests, Benchmark tests, and ELDA tests.
- Maintain accurate and complete data records through the use of the Arkansas Public School Computer Network and other approved student data systems.
- Understand, follow and implement all state and SIATech Little Rock policies and procedures regarding testing administration.
- Obtain all testing and academic data from the local partners as it pertains to the SIATech Little Rock students and enter all testing data into The Arkansas Public School Computer Network in a timely manner.
- Coordinate all test prep activities and comply with all state mandates regarding testing to ensure compliance and testing accountability.
- Maintain documentation for state reports regarding enrollment in remedial test prep courses.

- In conjunction with the principal and local partners, coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.
- Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.
- Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.
- Order and prepare testing materials for the site in accordance to state and SIATech Little Rock procedures.
- Return all testing documents to the administrative office in a complete and orderly fashion.
- Coordinate and proctor initial reading, writing and math pre-tests as students are enrolled into the SIATech Little Rock program within the first four weeks on center.
- Coordinate and proctor post reading and math tests at the appropriate time. Obtain final writing scores and input data.
- Identify students and administer ELDA initial and follow-up tests for all English Language Learners.
- Work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the site leader.
- Coordinate and proctor all current and new state required end of course testing to ensure maximum testing opportunities for all students.
- Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.
- Analyze testing data to provide site leader with information about student progress, graduation status and testing needs.
- Provide appropriate training to site staff on testing procedures.
- Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.
- Communicate with students about their own performance and behavior.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Articulate with teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.

Below are the proposed staffing needs for the 2011-2012 school year

Position	Number
Principal	1
Teachers	5 – 6 (English, Math, Science, Soc Sci, Sp. Needs ( <i>Senior Projects*</i> ))
Administrative Assistant	1
Registrar	1
Instructional Aides	1-2
Testing Specialist	1

\* *If a Senior Project Teacher is hired there will only be 1 Instructional Aide (part time possibility).* Job Corps provides adjunct staff for much of the SIATech Little Rock elective program. Adjunct staff provide instruction and certifications in the career-technical fields noted in Standard 6. SIATech Little Rock provides a limited elective program, primarily in the area of technology.

### STANDARD 13 – BUSINESS AND BUDGETING PLAN

a. Establish an Accounting System

The school will utilize the Arkansas Financial Accounting Handbook as its guide for financial reporting. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. This system will allow the school to track and report on multiple funds, functions, objects, etc. across multiple budget periods to meet their reporting requirements and demonstrate financial accountability. The attached budget has been simplified to accommodate the initial Arkansas Charter School Application. Future budgets prepared for the Arkansas Department of Education (ADE) and our charter board will have significantly more detail as outlined in the accounting handbook.

b. Establish Internal Financial Controls

It is anticipated that primary business functions will be outsourced to New Education for the Workplace, Inc. (“NEWCorp”) an educational support services provider. NEWCorp currently functions as a “District Office” for eight of the sixteen existing SIATech Little Rock charter school sites. Numerous control activities have been established to ensure fiscal integrity and financial accountability for the SIATech Little Rock schools. Controls include 1) various levels of approval, authorization and verifications, 2) reconciliations, 3) asset security, 4) performance reviews (budget to actual), 5) adequate segregation of duties, 6) information system controls, and 7) policy and procedure adoption, among others. A general description of the anticipated flow of information for major financial processes is provided below.

- i. Budget – During initial budget preparation for the application, input was solicited from all departments in NEWCorp including the founding board, finance, human resources, payroll, risk management, curriculum, information technology & others regarding school needs that must be considered in the budgetary process. The primary objective was to identify all anticipated budget requests and ensure those requests align to the mission of the school. It is anticipated that future budgets will also seek similar input from all stakeholders in the charter school. Staff will develop a budget calendar to ensure all budget adoption requirements are satisfied including publicly noticed meetings as required by ADE. The calendar timelines will ensure timely submission of budgetary documents to the ADE and charter board. The budgetary process usually begins in March/April each year. Modifications are made as more data becomes available (i.e. funding is determined by the legislature, salary adjustments are established, insurance

rate adjustments become known, professional development calendars are established, etc). The budgetary process concludes with final budget approval by the Charter School Board at their June meeting and submission to the ADE. Further modifications to the budget will be brought to the board for review during the year as budget amendment requests. Explanations as to why a budget amendment is requested will be presented. The board would then discuss and approve/deny budget amendment requests. Included in the financial statements presented at each board meeting will be budgetary comparisons to actual expenditures with variances noted.

Prudent fiscal management will be a priority for the school. The school intends to build reserves of at least 5% of State revenues over the first few years to ensure sufficient resources to weather economic downturns, lower than expected enrollment, cost increases greater than expected, etc. without negatively impacting student programs.

- ii. Revenue – The primary source of revenues for the school will be payments received directly from the authorizing agency. It is anticipated these payments would be received directly into the school’s general operating account through wire transfer. Any miscellaneous receipts would be received through normal receipting process with controls including 1) accounting for cash as it is received using consecutively pre-numbered receipts, 2) ensuring the separation of incompatible duties, 3) safeguarding of receipts prior to deposit, 4) prompt deposits of significant items, 5) reconciliations, and 6) monitoring of the process by administrators.
- iii. Purchasing - The school principal will first approve purchase requests by school staff. If the principal approves the request, the purchase requisition will be forwarded to the Chief Financial Officer (“CFO”) for budget approval. If funds are not available, the purchase request will be returned to the principal requesting a budget transfer. If funds have been budgeted and are not encumbered, the request will be approved and forwarded to the purchasing office. Purchase orders will be prepared, signed by an administrator and forwarded to the vendor for procurement of the goods. Upon receipt of the goods, the packing slips will be sent to the purchasing department to be matched with the purchase order and will be filed pending the receipt of an invoice from the vendor. When the invoice is received, it will be matched with the corresponding purchase orders and packing slips, reviewed to ensure charges are appropriate and in agreement with supporting documentation, and forwarded for check preparation and subsequent entry into the general ledger system. Checks will be printed by the Accounts Payable (“A/P”) department, presented to an administrator with supporting documentation for signature, mailed to the vendor, and copies of all information will then be filed. It is important to note for internal control purposes that the CFO will have responsibility for all entries into the General Ledger, but will not have access to any cash in the organization, and will have no signature authority on disbursements. Procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school. SIATech will be in full compliance with all Arkansas law governing procurement.
- iv. Payroll - Annual contracts will be in place for all salaried employees. Hourly employees (if applicable) will record work time on timesheets for submittal to the payroll department after approval by the principal. Timesheets for all employees will be maintained at the school site and forwarded to the payroll department twice per month for semi-monthly payrolls. After a preliminary review to ensure that all transactions are accounted for (i.e. overtime, sick leave taken, etc), a payroll transmittal will be submitted

to the CFO to process payroll. The resulting checks/vouchers will be returned to the Human Resources (“HR”) department for verification that the proper amounts have been paid. HR then mails the checks/vouchers to the sites for distribution. The CFO then releases the direct deposit files to the bank, prepares the payroll tax/withholding deposits, and prepares any necessary reports for regulatory agencies (i.e. quarterly payroll reports, monthly retirement reports, monthly state withholding reports, etc.). Depending upon the capacity of APSCN’s, some processes may need revision. Again, procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school.

- v. Fixed Assets – SIATech Little Rock will develop policies to ensure the safeguarding of all assets purchased with public funds. For those items meeting the capitalization threshold, detailed lists will be maintained including all information necessary to accurately identify property items (i.e. description, serial numbers, cost, funding source, etc.). Physical asset inventories will be taken annually, at a minimum, by individuals independent of those with custody of the assets. Discrepancies will then be resolved. Asset disposals will be in accordance with rules and regulations of the ADE.
  - vi. General Accounting and Reporting - SIATech Little Rock will use the accepted state codification of accounts for Arkansas school accounting through its use of the APSCN system. An annual budget will be adopted by the Board of Directors (“Board”). Financial statements, including budget to actual comparisons, will be prepared for the Board and ADE. The CFO will be responsible for submitting all financial reports to the ADE, State of Arkansas, and other regulatory agencies on prescribed forms.
- c. Payroll/Benefit System  
SIATech Little Rock schools already have an established payroll system in place for sixteen high school sites operating in other states. Benefits consist of F.I.C.A, teacher/state retirement, unemployment, life insurance, and health benefits including medical, dental, vision, and behavioral modification. Employees will also be able to select additional insurances paid through payroll deductions. Modifications to this established system would be made to incorporate items specific to Arkansas including, but not limited to, 1) development of competitive Arkansas salary schedules, 2) enrollment in the Teachers’ Retirement System of Arkansas, 3) compliance with Arkansas laws, rules and regulations as they pertain to payroll taxes and other payroll issues, and 4) modification of our processes to satisfy APSCN requirements.
- d. Funding  
FTE estimates will be prepared well in advance of the start of the fiscal year. Based upon our targeted student population and our history in other Job Corps schools, enrollment is expected to remain relatively constant at approximately 210 FTE. The budget was conservatively prepared giving no consideration to the possibility of Federal Start-Up Grant funding. Since these grants are competitive, there is no guarantee of this revenue. Therefore, they were not given consideration in our planning budget.

New Education for the Workplace, Inc (NEWCorp), a non-profit 501(c)(3) organization dedicated to promoting charter schools, will provide initial planning funds and in-kind services to open the charter. NEWCorp will also advance the necessary funds in order to purchase equipment to open the school. It is anticipated that SIATech Little Rock would need a cash flow loan of approximately \$200-225k to purchase the necessary technology

equipment to begin operations. Due to SIATech Little Rock's unique partnership with the Job Cop and the numerous in-kind services provided through the partnership, SIATech Little Rock anticipates these funds could be repaid by the end of the current year operating budget. NEWCorp routinely provides interest-free short term cash flow loans to its charters in its mission to promote charter schools. If, however, the school is successful in securing Federal Start-up grant funding, they would use these funds in the first year (2011-2012) to purchase all capital items allowed under the grant and not seek the loan from NEWCorp for the purchase of technology equipment. The school would use the Start-Up funds for any allowable expense in the budget which would free up general revenues for additional instructional support and fund balance increases. Future budgets will continue to be reviewed and modified as changing economic conditions become known. Included in the budget in **Attachment E** is a conservative estimate of all public dollars available per student.

e. Data Reporting

The school will establish an internal audit function to ensure the proper reporting of FTE and financial submissions to the ADE. Independent verification of all students will be performed regularly.

f. State and Federal Grants

SIATech Little Rock will comply with the state and federal monitoring requirements for schools receiving state and federal grant funds. The SIATech Little Rock organization has developed internal controls which provide reasonable assurance that the use of state and federal resources is consistent with applicable laws, regulations and award terms. Processes have been established to safeguard resources against waste, loss and misappropriation. Additionally, reporting standards ensure that data is reliable and fairly disclosed in financial reporting documents. In the event Federal funding exceeds \$500,000, the Board will ensure that the Single Audit is performed and all federal monitoring requirements of OMB Circular A-133 are satisfied.

g. Transportation, Food Service and Other Funds

SIATech Little Rock does not anticipate receiving transportation or food service funding. These services are generally provided by our Job Corps partner for the majority of our students. In addition, the school doesn't anticipate the need for any fundraising activities, nor does it expect to receive any other major contributions from outside sources. Federal, State and Local revenues have been sufficient to offer quality educational programs to our students in other SIATech Little Little Rock schools.

h. Internal Financial Reporting

Monthly financial reports will be prepared for internal management use. Minimally, quarterly financial reports will be presented at Board meetings. The quarterly financial statements will be prepared in a governmental format and will include:

- i. Government-Wide Financial Statements
  1. Statement of Net Assets
  2. Statement of Activities
- ii. Fund Financial Statements
  1. Governmental Funds – Balance Sheet
  2. Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets

3. Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balance
  4. Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the District-Wide Statement of Activities
  5. Various Fund Budgetary Comparison Schedules as appropriate.
- i. External Financial Reporting  
SIATech Little Rock will provide all budgetary and financial information required by the ADE under the terms of the Charter contract. Information will be provided on the forms or in the format prescribed by the ADE. Information will be submitted electronically to the ADE if this option is available to the charter school through APSCN.
  - j. Business Office Staffing  
It is anticipated that the school's finances will be managed by NEWCorp's CFO, Richard Trainor, CPA, with the assistance of several support staff. Mr. Trainor holds a bachelor's degree in accounting from the University of Florida and a master's degree in accounting from the University of North Florida. Mr. Trainor has a strong financial background and experience in school business management. He is well versed in governmental and non-profit accounting practices. He was formerly employed as Chief Financial Officer (CFO) for the Alachua School District in Gainesville, Florida, with oversight responsibilities in payroll, budget development, and financial management and reporting. He has worked at the Florida State Department of Education in the funding and financial reporting division, as well as the Florida Auditor General's Office where he performed operational, financial and compliance audits of school districts. He has twenty one years of business/financial management experience, with seventeen of those related to school finance. Mr. Trainor was hired by New Education for the Workplace, Inc. beginning school year 2004 as the Chief Financial Officer. Support staff will consist of accounting, payroll, purchasing, accounts payable and clerical staff.
  - k. Additional Funding  
SIATech Little Rock will receive various in-kind services from the contractor who operates the Federal Job Corps program site where the school will be located. Services and benefits provided by the Job Corps partners include, but are not limited to, 1) facility space and maintenance, 2) energy services (electricity, water, gas, etc.) 3) food and nutrition services, and 4) limited transportation. SIATech Little Rock does not anticipate the need for any fundraising activities, nor does it expect to receive any other major contributions from outside sources. There is no charge for facilities by Job Corps (in-kind).

#### **STANDARD 14 – FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The SIATech Little Rock Board will ensure that adequate funds are budgeted annually for payment of audit services. The school's governing board will form a selection committee in order to select a qualified firm to provide future audits. If the audit is not going to be performed by the Division of Legislative Audit, the committee will ensure the selection of an independent Certified Public Accounting firm eligible to practice in the State of Arkansas. The letter of engagement shall make certain that the annual audit will be completed and ready for submission to the ADE no later than the date established in the charter. The audit will also be presented to the charter board as part of the school's official records.

SIATech Little Rock will continue with the following or similar practices to ensure program quality:

- Accreditation by the National Accreditation agencies (e.g. SACS-CASI, NCA-CASI, WASC) and state accreditation processes
- External evaluation on an intermittent basis (see description below of external evaluation 2006-07)
- The SIATech Quality Review Process as described below

SIATech has worked with Learning Innovations at WestEd<sup>11</sup> since 2006 to improve teaching and learning to better serve our 'At-Promise' population. The school's first collaborative project was an external review of the SIATech instructional program by WestEd staff during 2006-07. SIATech has used that evaluation to drive change and program improvement. Summary language from that report follows. *"This report offers up to SIATech stakeholders a compendium of voices and points of view, gathered over the course of the 2006-07 school year, from teachers, site leaders, board members, students, and central staff with roles in curriculum and professional development. These stakeholders have generously contributed their time and reflection to this evaluation work and should be commended for offering their candid thoughts and insights, as should the senior management for engaging in this work and encouraging such broad input. The amount of data and number of ideas provided in this document can certainly make one's head spin, but the major themes that emerge are clear and informative. During the evaluation period, SIATech, of course, has continued its course of organizational development, based on informal and formal communication and listening and engaging SIATech stakeholders, making organizational changes and beginning new initiatives. Because of this pro-active approach, many issues raised in this report are already being addressed through organizational changes.*

*Given all the stakeholder views within this report and all of the improvement work already underway at SIATech, perhaps it is most important to recognize foremost, some overarching findings—first of all, an overwhelmingly high level of commitment from all stakeholders to the work and the students of SIATech, and second, the notably safe educational environment created and nurtured at SIATech—a safe environment for staff to speak their minds and try new ideas, and a safe environment for students to begin to shake free from destructive behaviors and defenses built up perhaps over a lifetime. It offers a safe and encouraging environment for staff, advisors, and students to become leaders and contributors to continuous improvement of the organization and its work, always looking toward the "promise" of a better future."*

One of the follow-up recommendations from this report was to develop and implement a process, for self-review and internal accountability. Two years ago, the school initiated a SIATech Quality Review process for just this purpose. Each school participates in a self-study and site visit by a trained team of SIATech staff members every 6-7 years. Included in this process is a mid-term follow-up visit. The Quality Review has proved to be invaluable in terms of improvement, not just for the school being visited, but as professional development for the staff members serving as Visiting Team members. A summary of this process can be found below.

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<sup>11</sup> Learning Innovations at West Ed, <http://www.wested.org/cs/we/view/pg/13>

The **Quality Review (QR)** is a system for QR visiting teams to visit schools--observing, gathering data, and providing feedback to school personnel (staff/student surveys & interviews, focus groups with students/staff and classroom observations.) Summary observations are provided to staff and students, with a presentation by the Visiting Team at the end of the visit. A detailed written report is provided to the staff a few weeks after the visit. The visit is not evaluative, rather observational, with essential questions for the staff to consider as they move forward. It is a system and process specifically designed by and *for* SIATech Little Rock and its sites.

***“The purposes of the Quality Review is to create a process for all SIATech sites that will: Reflect the needs and voices of site/school stakeholders; Focus on improving educational opportunities and achievement of all students; Build ownership of the process throughout the system; and Increase collaboration and communication about school improvement within and across sites/schools and among central staff.***

***And to implement a process so that: The system gains critical information needed for supporting improvement in each of the participating schools; Each school has a sense of ownership of the process; Each school engages fully in the process, learning from it, and taking appropriate action to improve; Candid sharing of successes and struggles takes place among schools and within the whole system; There is maintenance of pressure to take action and improve without a sense of threat; and School and central staff works together in a positive, constructive way to make needed improvements.”***

Thus far, six SIATech school sites have gone through an initial Quality Review and one site has experienced a follow-up visit. Two initial visits and a follow-up visit are scheduled for the 2010-11 school year.

## **STANDARD 15 - ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE**

SIATech Little Rock will participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, pursuant to the requirements of Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86<sup>th</sup> Arkansas General Assembly and/or the State Board of Education Rule. SIATech Little Rock will include sufficient funds in its budget to ensure adequate training of individuals in all aspects of APSCN for data reporting.

## **STANDARD 16 - FACILITIES**

The high school facility will be housed within the Little Rock Job Corps (LRJC) Center in the heart of southwest Little Rock on 21 acres. The center address is: 6900 Scott Hamilton Drive, Little Rock, AR 72209. The LRJC Center is a federally-owned facility, subject to federal building codes/guidelines and is designed as an educational/vocational training site with residential living spaces for students. This facility was newly constructed and opened in January 2009. The budget includes funds for the upgrading of classrooms to satisfy the program’s technology requirements. Upgrades are primarily to enhance the classroom’s electrical systems, cable/network line installation, and server room upgrades. SIATech has a strong relationship with Job Corps Centers throughout the nation and is currently located on fourteen centers in four states. SIATech considers a partnership with the LRJC to be a valuable resource for the proposed charter school.

SIATech Little Rock will utilize classrooms on center for the high school program. Students enrolled in the school will be considered as high school students only when attending classes, from 8 am to 4 pm and when participating in school sponsored events/field trips off center.

Outside of this specific timeframe (i.e. students in the dorms for the evening, weekends, etc.) the students are the responsibility of Job Corps or their parents/guardians (i.e. weekends at home).

SIATech Little Rock and the Little Rock Job Corps Center will utilize a Memorandum of Understanding (MOU in **Attachment D**) detailing academic classroom and administrative space, facility maintenance, utilities and security that are provided by the Little Rock Job Corps Center to the school at no cost. The school is responsible for dedicated telephone/data lines, and installation costs related thereof. The space to be provided will include administrative offices and classrooms, as well as the use of the activity room, media center, and kitchen and dining facility (cafeteria). Classrooms and office space will comply with all requirements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA) as well as meet all city, state, and federal fire code, health and safety requirements. Parking and outdoors recreational areas will also be available for the charter school's staff and/or student use through the MOU.

SIATech Little Rock plans to designate the opening of school to coincide with the Little Rock School District opening day of school. There is an extended school year and an extended school day.

The Little Rock Job Corps Center was built as an educational and vocational training facility for youth 16 to 24 years of age, in 2009 by the federal government. Students must check into the center at the security entrance. Additionally, Job Corps is in the process of installing a gated car entry and security fencing around the entire property.

## **STANDARD 17 – STUDENT SERVICES**

### **A. Guidance Program**

The SIATech Little Rock partnership with the Little Rock Job Corps Center provides SIATech Little Rock students with counseling and guidance starting with outreach and admissions, through the student's high school and career technical training, continuing through graduation and transition to jobs and/or higher education. Students are also offered career guidance services for one year after graduation. SIATech is proud that through its Job Corps partnership students have access to five counselors and one counseling manager on a daily basis. Job Corps students have access to counseling services, 24 hours a day, 7 days a week and non-Job Corps SIATech Little Rock students will have access to counseling services, during school hours, as part of the partnership.

All SIATech Little Rock students receive guidance regarding their academic needs and an Individual Learning Plan (ILP) is developed for every student with the school principal. The ILP is a living document and student's progress and completion of credits is reflected in the ILP as students move towards graduation. Students also receive counseling and guidance regarding their Career Technical path and training and each student has a Personal Career Development Plan (PCDP) developed to integrate academic and career goals.

### **B. Health Services**

**C.** All SIATech Little Rock students have access to an on-campus Wellness Center that is open daily for basic medical, dental, and optometrist services which are provided at no cost to Job Corps students. Students can get basic medical care before classes start, during their lunch period, and after school. The Wellness Center also provides 24-hour emergency medical services. Student access to the Job Corps nurse is a part of the partnership arrangements. An additional focus of the Wellness Center is to educate students about employability in the health field and to provide some of the health related knowledge needed to assist them when students enter their respective career fields. Existing community resources will also be accessed to meet the emergency needs of non-Job Corps students enrolled in SIATech Little Rock. **Media Center** A primary purpose of the high school media center is to teach students to learn to access and use media for educational and resource purposes. Every student has access to a wide variety of multi-media resources. Classrooms are media centers equipped with high-end, Internet-accessible workstations for every student that simulate an office environment rather than a traditional classroom. Scanners, laser printers, and digital cameras support student work on Senior Projects and Graduation Portfolios. The SIATech Little Rock instructional design mandates that classes be small, student-centered, and provide for authentic assessment. The high-tech environment, with a computer workstation for each student, provides a motivating gateway for thinking to SIATech Little Rock's 'At-Promise' population. Students that live on center will have access to a learning resource room with computers that can be accessed during evening time in the dormitories. SIATech Little Rock subscribes to a variety of library websites for student research projects. Some examples of these are:

- SIATech Little Rock's own Google CSE (Custom Search Engine) which searches about 1000 educational websites selected by SIATech Little Rock staff
- NetTrekker – subscription service; search engine of educational websites selected & evaluated by educators
- Learn 360 – subscription collection of educational videos
- BrainPop – subscription of animated, instructional videos on a wide variety of academic topics
- Total Training – subscription service; instructional videos on a wide variety of software applications

Classrooms have content specific books for research purposes, checkout and reading instruction.

#### **D. Transportation**

SIATech Little Rock will not provide transportation services for students as it is anticipated that a majority of the students will live on center. The budget does allocate monies for student use of local public transportation, as adult age students, not living on center, may elect this option.

#### **E. Special Education**

SIATech Little Rock has a clear understanding of state and federal requirements regarding the education of exceptional students. Public Law 94-142, the Education for all Handicapped Children Act, guarantees a free public education to disabled persons from 3-21 years of age in the least restrictive environment. When the law was reauthorized and renamed the Individual with Disabilities Education Act (IDEA), traumatic brain injury and autism were included. SIATech Little Rock will offer a free public education to exceptional children. Hiring practices will reflect a clear understanding of PL 101-336, the Americans with Disabilities Act, making it unlawful to discriminate against people with disabilities because of their disability.

The goal of special education at SIATech Little Rock is consistent with the goal of general education for all high school students: to support students in developing the knowledge and skills they require in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities.

In accordance with the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973, SIATech Little Rock will assure that each student with a disability will be educated in the least restrictive environment (LRE), appropriate to the student's needs as determined by the Individual Education Plan (IEP) team. With regard to progression, promotion, and graduation options for students with disabilities, SIATech Little Rock will provide students with the skills necessary to graduate and attain a high school diploma.

SIATech Little Rock will support the education of students with special learning needs within the general education classroom setting as the first choice of placement. Only when the general education placement does not meet the needs of a student will alternative settings on a part-time or full-time basis be considered.

SIATech Little Rock will provide students with programs implemented in accordance with Arkansas State Board of Education Rule and Regulations for Special Education mandates, Section 300.46 of Title 34 of the Code of Federal Regulations including the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. This includes but is not limited to:

- 1) A Non-Discriminatory Policy regarding identification, location, evaluation, and selection
- 2) Free and Appropriate Public Education (FAPE)
- 3) Individual Education Plan (IEP)
- 4) Least restrictive environment (LRE)
- 5) Appropriate evaluation
- 6) Parent and student participation in decision making
- 7) Procedural due process

SIATech Little Rock will create public awareness of its special education opportunities and will advise parents of the services it can provide to students with disabilities. SIATech Little Rock will also advise parents of the rights of students with disabilities and provide written procedures in the primary language of the home. This will assure that information regarding the rights of students with disabilities is made available in plain language and phraseology that will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

SIATech Little Rock will strive to be a full-inclusion program. The IEP team will explore every opportunity for placing students with exceptionalities in appropriate inclusive settings to the maximum extent possible. The key to successful inclusion will be collaboration, communication, and prior planning using best research practices.

#### ***Procedures for Identification of Students with Special Needs***

SIATech Little Rock will disseminate information to its staff regarding the procedures to be utilized for identifying students with special needs as outlined in the Arkansas Special Education Policies and Procedures. For students identified as needing additional academic or behavioral support in order to succeed in the general education environment, SIATech Little Rock will

utilize a multi-tiered Response to Intervention (RTI) model for the implementation of research-based instruction and intervention. A student's progress during these interventions will be monitored by the schools' RTI team.

### ***School Support Team***

If a student is not making progress and the interventions are being implemented as planned, the students will be referred to the School Support Team (SST). Initially, the SST will be led by the principal. The team will consist of at least one general education teacher, the referring staff member, the principal, parent/guardian, and the Special Education Teacher when appropriate. This team will be critical in leading the entire staff in the development of instructional and behavioral interventions.

The SST will establish interventions to be agreed upon by the teachers and parents in accordance with state and federal regulations. In addition, the SST will support referring staff members with ideas and strategies on how best to support the student in an effort to build in successes for all students and reduce the number of referrals to special education (goal of IDEA 2004).

Implementing this process of interventions will help to identify whether the concern about a student is academic and/or behavioral in nature. All "pre-referral screening" activities will take place in this setting prior to referral for consideration of specific learning disabilities, intellectual disabilities, and/or gifted and talented students. Parents will be kept informed of the planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

### ***Referral***

Academic and behavioral interventions that are attempted prior to referral for Special Education services will be attempted for a minimum of three weeks. The SST will then analyze the student's progress and document whether the interventions were successful. If the interventions are making a positive difference, the SST will continue to monitor on a monthly basis. If the measures prove ineffective, another set of interventions will be established and implemented for another three weeks. At this point, a school psychologist will be made available.

The SST will review the progress monitoring data and all other pertinent records in order to determine if the school will need to conduct an evaluation to determine the student's eligibility for specially designed instruction and services as a student with a disability. The referral of a student for an evaluation for possible placement in a Special Education program will be made under the direction of the SST after documenting that the parent has received a written notification of meeting, written information pertaining to their rights regarding the comprehensive evaluation, and following the receipt of written consent of the parent for testing. The written request for the parent's permission to evaluate will be in the primary language of the home.

SIATech Little Rock will provide a copy of the procedural safeguards notice to the parents of a student with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the student, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and student's placement pending due process hearings.)

### ***Evaluation and placement***

After informed written parental consent has been obtained, SIATech Little Rock will work with the appropriate Special Education personnel to schedule an initial evaluation, which will be conducted by a multidisciplinary team of school district personnel as required by law. A psychological evaluation will be administered to determine whether student needs warrant an IEP and special education and/or related services in accordance with 20 USC Sec. 1400, the IDEA 2004 and/or the Rehabilitation Act of 1973. Other areas may also be assessed, as needed (such as speech or language).

After evaluation, written documentation of the team's determination of eligibility for disability services will include the following:

- A statement about whether the student has a disability
- The basis for making the determination
- The relationship of that behavior to the student's academic functioning
- The educationally relevant medical findings if any
- A statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

### ***Screening Forms***

SIATech Little Rock will use the required screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities.

### ***Individual Education Plans (IEP)***

The written individualized educational plan for each student will include a statement of the student's present levels of educational performance; annual measurable goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education programs and the extent to which the student will participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and anticipated duration of services; objective criteria, evaluation procedures, and benchmarks. Transition planning (to help a young person prepare for life after school) will be included on the IEP as well. Due process rights transfer from the parent to the student when the child reaches the age of 18, unless the child has been determined to be incompetent by a court of law. Status reports shall indicate whether measurable goals for Special Education students are being met at the same rate as those for general education program students. Where students with disabilities are included in the general education classes, it may be necessary to delineate an explanation of the grading criteria and explanation about necessary curriculum modifications on the IEP. Such modifications will include increases or decreases in instructional time; varied instructional strategies and modified test administration procedures as permitted by the test protocol. Accommodations and supports required by students with disabilities will be documented on the IEP.

SIATech Little Rock will ensure that to the maximum extent possible, students with disabilities are educated with students who are non-disabled in the least restrictive environment. Special classes or removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if indicated on the student's IEP. SIATech Little Rock will assure that FAPE is available to all students with disabilities until the end of the school year in which the student turns 22, in accordance with Arkansas Public Schools Special Education Policies and Procedures.

SIATech Little Rock will work with Arkansas Program Development personnel in an effort to provide regular professional development training activities to staff members in the areas of confidentiality, continuum of services, legal ramifications of special education, strategic classroom instruction, how to modify and/or supplement core curriculum, best practices, the uses of assistive technologies, general support/assistance, and other related topics.

### ***504 Plans***

SIATech Little Rock will comply with the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA). In accordance with this amendment to the Rehabilitation Act of 1973 which affected the meaning of disability in Section 504, the SIATech Little Rock SST will write a 504 plan for any student who the team identifies as having a physical or mental impairment that substantially limits one or more major life activities. This will include any student who has a record of such impairment, or is regarded as having an impairment. Major life activities as defined in the Rehabilitation Act of 1973 include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The team will meet to determine the eligibility and write a Section 504 plan that will detail and outline the accommodations that SIATech Little Rock teachers will provide to support the student's educational program.

An annual review of the 504 plan will be conducted, and the team may update the plan at any time to reflect changes and recommendations based on observations and evaluations from the general education classroom teacher. As outlined under Section 504, teachers will ensure they are flexible in their teaching techniques and expectations for students with disabilities and make necessary accommodations as specified in the Section 504 accommodation plan.

### ***Commitment to serving the full range of needs of exceptional students***

In an effort to meet the full range of needs of exceptional students, SIATech Little Rock will provide a continuum of services within the full-inclusion program model. Therefore, when pull-out services are determined to be needed as outlined in a student's IEP, the team will determine what services, materials, and possible program modifications may be needed, and provide them to the extent determined by each individual IEP. The Special Education teacher will meet with the general education teachers to ensure the success of the student's IEP and will record quarterly updates of the student's progress on the IEP.

SIATech Little Rock students who do not have success with classroom strategies outlined in the IEP or 504 Plan will work directly with the Special Education teacher and/or an instructional assistant in individual and small-group settings. Alternative materials will be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the solutions are not working, the IEP will be modified making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general

education students. No student with a disability will be unlawfully excluded from participation in any program or activity of SIATech Little Rock, nor will any student be subject to discrimination by SIATech Little Rock.

For students with needs beyond the traditional classroom setting and standard curriculum, SIATech Little Rock will provide the following services:

- Academic pullouts for students who require extra services or instructional assistance for tutoring by a certified Special Education teacher as determined as part of the IEP
- Consultation and Collaboration for students who do not require pull-out services but require assistance and extensive monitoring as part of the IEP
- Contracted speech therapy, physical therapy, and occupational therapy as necessary and according to each student's IEP
- Enriched curriculum for gifted students

SIATech Little Rock will also provide accommodations and modifications of the curriculum as necessary to permit access to technology-based learning and related services provided on the student's IEP. These modifications/adaptations will include:

- Adapted curriculum assignments
- Test modifications
- Adapted computer devices or assistive technology, as necessary

SIATech Little Rock will employ one full-time teacher who will meet all licensure and/or certification requirements that apply to the area in which the individual is providing special education. This teacher will provide general education in-class support and services for students with disabilities based on their individual educational plans (IEPs). The teacher will provide any pull-out services as needed. SIATech Little Rock will contract with licensed and certified consultants for speech and language services on an as-needed basis. The school will utilize the school psychologist, vision/hearing screening specialist, and other designated instructional services in accordance with Arkansas state credentials and mandates. Compliance of the Special Education program at SIATech Little Rock will be evaluated on an annual basis through contracted/purchased personnel services. SIATech Little Rock will work in advance with its own assigned Special Education Director to ensure that all regulations are met.

#### **F) Alternative Education**

SIATech Little Rock strives to provide an individualized approach to students, by default and alternative approach made possible by the support of its partner, Job Corps and a small sized high school environment. SIATech Little Rock embodies many of the practices described in the **Exemplary Practices in Alternative Education: Indicators of Quality Programming**<sup>12</sup>. Key areas of alignment appear in all of the multiple areas described in this document; however, several areas stand out as drivers promoting SIATech Little Rock success in serving a targeted student population, school dropouts. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school.

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<sup>12</sup> **Exemplary Practices in Alternative Education: Indicators of Quality Programming**, Copyright © A 2009 publication of the NAEA, <http://www.tennessee.gov/education/learningsupport/alted/doc/ExemplaryPracticesinAE.pdf>

## The SIATech Little Rock Professional Development Program Purpose and Need

In order to successfully educate ‘At-Promise’ students, we have numerous professional growth programs that continue to keep us well-informed and well-prepared to meet the needs of our student population, our partnership with Job Corps, and state and federal education trends. The following are current Programs offered to SIATech Little Rock staff, specifically designed to meet the needs of an ‘At-Promise’ student population.

- I. *New Staff Orientation (NSO)*** New staff attends a three-day training that introduces philosophy, practices, and curriculum. They are also paired with an on-site Mentor/Support Provider for a minimum of eight weeks.
- II. *Academic Content Training Staff*** involved in each academic content area, attend one or two meetings a year within each core subject area: English Language Arts, Mathematics, Social Science and Science.
- III. *Specialty Training Meetings*** Specialty meetings are scheduled once or twice a year to address areas such as: Special Education, English Language Learners, Rubric Training, Senior Projects/Creative Technology, and AutoCAD.

### **Professional Growth Programs.**

- IV. *Induction*** SIATech Little Rock offers a two-year support plan for teachers new to the profession. This program provides professional development, a mentor support system, and a formative assessment system that guides their professional growth. Each instructor participates in an action research/teacher inquiry allowing them to research an issue relevant to their ‘At-Promise’ student’s learning.
- V. *Site-Based Professional Development*** Each site develops an annual professional development plan. These site-based plans allow for professional growth opportunities at the staff’s location. A variety of courses are offered from the SIATech Little Rock Course Catalog.
- VI. *Capacity Building Pathways*** All SIATech Little Rock staff will have the opportunity to achieve in-house certification in Administrative Leadership, Instructional Leadership, Non-Instructional Leadership, VPSS, and Curriculum. These pathways are under development. One of the strategies currently in place is partnering with a Mentor/Support Provider.
- VII. *Professional Growth Resources*** SIATech Little Rock offers various avenues for staff members to improve their individual professional performance, including: Resource Library, Web Resources, Conference Resources, Digital Discussion, Coursework and other opportunities. (*Please refer to SIATech Little Rock’s Web site under Professional Development for more information.*)

English Language Learners (ELLs) are welcome at all SIATech sites. SIATech Little Rock provides English Language Development and content-based instruction to all ELL students. Staff utilizes sheltered language teaching approaches including scaffolding instruction through the use of visuals, providing students with comprehensible input, developing content language vocabulary, accessing students’ background knowledge, and providing opportunities for students to interact with one another in the context of meaningful content.

SIATech Little Rock’s effectiveness in serving ELLs will be evaluated based on several criteria:

- Annual English Language Development Assessment (ELDA) gains, including the number of students who improve on ELDA overall proficiency levels with respect to time enrolled in SIATech Little Rock

- The number of ELLs reclassified as Fluent English Proficient (FEP) annually with respect to time enrolled in SIATech Little Rock
- Course grades
- Career Technical training program progress and completion
- End of Course pass rates
- TABE/STAR reading growth
- Teacher evaluations
- Student reflections

DynEd will be used as a supplemental resource for SIATech Little Rock ELL students. The program is intended to help second language students, particularly beginners, gain access to the core curriculum. DynEd is the most frequently-used language learning software in kindergarten through grade 12 settings. The program features research-based multimedia English as a Second Language (ESL) courseware for all ages. DynEd exposes students, from beginning levels to advanced, to everyday English so that they may understand and speak English as well as learn English grammar and pragmatics. SIATech Little Rock staff utilizes DynEd software in combination with mastery-based practice exercises and small-group, direct instruction to prepare students for the SIATech Little Rock English curriculum. The program is intended to help students, particularly beginners, gain access to the core curriculum.

### **G) Gifted and Talented Program**

Due to its unique program design in drop-out recovery, SIATech Little Rock will not offer separate gifted courses. However, SIATech Little Rock will provide services to gifted students via the Consultation Model. These services will be provided by a certified teacher who has Gifted Endorsement or one who is in the process of attaining the Gifted Endorsement. Students enrolled in SIATech Little Rock who are identified as gifted will have an active Education Plan (EP) indicating consultative service. SIATech Little Rock's goal is to provide each student with a learning environment conducive to developing and expanding their individual areas of giftedness. SIATech Little Rock recognizes a gifted student as a student who has superior intellectual development and is capable of high performance. For students identified as gifted, an educational plan (EP) shall be developed. The EP team will make the following considerations when developing the EP:

- The strengths of the student and needs resulting from the student's giftedness.
- The results of recent evaluations, including class work and state or district assessments.
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

The EP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.

Each student identified as being eligible for gifted services is entitled to receive a FAPE. SIATech Little Rock will provide appropriate challenging coursework for all students, along with opportunities to accelerate in order to maximize each student's potential, through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services will occur in a general education class. SIATech Little Rock's classroom environment is designed to challenge and nurture gifted learners. Independent projects, enrichment activities,

learning styles, mentors, and leveling assignments are just a few of the strategies that are used to address the needs of all. Coursework can be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

SIATech Little Rock will evaluate its effectiveness in serving its gifted and talented students based on several criteria:

- EP goal progress and attainment
- End-of-Course exam grades
- Module course grades
- Career Technical Training progress
- State required assessment results
- Baseline and growth assessments in reading and mathematics (CAS STAR)
- Baseline and growth assessments in SIATech Little Rock CAS Writing
- Teacher evaluations

### **STANDARD 18 – FOOD SERVICES**

The Little Rock Job Corps Center provides all food service needs at no charge to students who participate in the Job Corps program. Minimally, non-resident students receive breakfast and lunch; students who live on center are provided a full service food program. SIATech Little Rock students, not enrolled in the Job Corps program may bring their lunch to school or purchase lunch on center. SIATech Little Rock will allocate monies to assist in defraying the cost of lunch for students. Students in need of any specific services with respect to food services will be provided for and all requirements of IDEA will be attended to. SIATech Little Rock will not participate in the National School Lunch Program due to the anticipated low number of students needing to pay for lunch and cost effectiveness. The Little Rock Job Corps Center has a full kitchen and dining facility in place and will operate a full service food program to its students. School meals are wholesome, nutritious, and appetizing and will meet the Dietary Guidelines for Americans and other federal nutrition requirements. The Job Corps Center's kitchen and dining facilities meet all applicable health regulations. Job Corps complies with all local, state, and federal health, safety and sanitation guidelines and will make the food service area available for inspection by Little Rock School District or other appropriate personnel.

### **STANDARD 19 - PARENT INVOLVEMENT**

SIATech Little Rock will reach out to parents/guardians of students, primarily through electronic media and the Job Corps partnership. Students who commute to school on a daily basis will also receive additional information, both in hard copy & electronic, and notifications. Job Corps serves as *in loco parentis* for most of its youth 16 and 17 years of age, driving a strong supportive and interactive relationship between SIATech Little Rock and its Job Corp partner. It is anticipated that most of the student population will be 18 to 21 years of age. SIATech Little Rock will work with these students, and their parents/guardians with permission from the students, to learn explicit advocacy and coping skills to make the transition from a protected and caring environment to the real world.

SIATech Little Rock will require students to participate in regular and ongoing goal setting using their initial and updated Individual Learning Plans (ILP) as a base. Parents/Guardians will be provided the updated ILPs, minimally quarterly and asked to engage in regular and ongoing conversations with their children about their progress at SIATech Little Rock.

Parents/Guardians will be notified and invited to the annual school meeting for discussion on the annual school report, invited to attend Senior Project presentations, participate in a seminar

series on *High Expectation-High Results* and asked to consider participation on the *SIATech Little Rock Advisory Team*, with their student forming an “extended family.”

Teachers will also be made aware of the influential effects of caring adults as part of the classroom environment training offered by SIATech Little Rock to all its employees. This is particularly important at SIATech Little Rock, as, for many of our students; the caring adult(s) may be someone who is not a direct family member.

SIATech Little Rock staff will provide parent/guardian education seminars, minimally once a year to discuss parent/guardian and family involvement at this stage of the education process:

- High expectations for academic achievement from parents/guardians and the commensurate academic achievement of students
- High standards and beliefs from parents/guardians of their students’ schoolwork and achievement in school and the communication of these beliefs usually result in high student perceptions of their ability and achievement
- Interest from parents/guardians coupled with clear and regular expectations for schoolwork outside of school time generally result in higher academic achievement of students
- High educational expectations from family, particularly parents, and friends is a powerful message to youth and promotes increased educational attainment from youth<sup>13</sup>

## **STANDARD 20 – REQUESTS for WAIVERS**

### **A.C.A. § 6-10-106 - Uniform Dates for the Beginning and End of Each School Year Standards for Accreditation – 10.01.3**

SIATech Little Rock will provide a longer school year providing open entry and exit. Job Corps staff conferences may be used in lieu of parent conferences, using meetings throughout the year.

### **A.C.A. § 6-11-129 - Posting of Information on District Website Standards for Accreditation – 15.01**

SIATech Little Rock has a website that is up and running and is regularly updated.

### **A.C.A. § 6-13-109 – School Superintendent**

SIATech Little Rock is a charter school and will be led by a school principal reporting to the SIATech Little Rock Inc, Board of Directors, additional administrative support will be contracted.

### **A.C.A. § 6-13-604 – 611, School districts with five or more directors**

### **A.C.A. § 6-13-608 - Length of Directors' Terms**

### **A.C.A. § 6-13-611 - Vacancies generally**

### **A.C.A. § 6-13-616 - Qualifications**

### **A.C.A. § 6-13-620 – Powers & Duties**

Board of Director Terms, membership, qualifications, filling of vacancies, will be designated in the SIATech Little Rock, Inc. by-laws. Board will select principal in lieu of superintendent.

### **A.C.A. § 6-13-616(a) - Qualifications of Directors**

This is not-applicable to open-enrollment charter schools, which have no district boundaries.

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<sup>13</sup> Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5, 149-177.

**A.C.A. § 6-15-902 – Grading Scale**

SIATech Little Rock may adopt a grading scale more rigorous than provided in this statute.

**A.C.A. § 6-15-702 – Parental Involvement**

As the majority of students attending SIATech Little Rock will be emancipated adults and residing at the Job Corps center, the parental involvement plan will be designed to meet the unique needs of the school's students and parents.

**Standards for Accreditation – 2.04 - School Reporting of Student Performance and 15.04- Professional Development (PD): teacher/administrator parent involvement training**

Communication with parents of adult students (18+yrs) will occur only with student permission. Student-parent meetings will be scheduled without grade-level differentiation.

PD addressing partner involvement (Job Corps) or other important adult(s) in the students' life will also meet parent involvement hour requirement.

**A.C.A. § 6-15-1004 – Qualified Teachers in Every Classroom**

Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock. See **A.C.A § 6-17-401 - et seq.** below.

**A.C.A. § 6-16-102 - School Day**

There may be a need for school day flexibility to meet partner needs. The school day will be regularly scheduled from 8:00 am to 4:00 pm with an hour for student lunch and breaks.

**A.C.A. § 6-16-124 - Arkansas History – Required Social Studies Course**

Arkansas history will be integrated into the ConTech© Social Science Curriculum Modules and not delivered through a dedicated course.

**A.C.A. § 6-17-111 - Duty Free Lunch Period**

SIATech Little Rock will have a few meetings scheduled during lunch times, primarily to address partner needs.

**A.C.A. § 6-17-114 - Daily Planning Period**

SIATech Little Rock will work with its Job Corp partner to provide teacher planning time but it is not guaranteed to meet the minimum minutes/week. Additionally, SIATech Little Rock utilizes curriculum experts to develop and update curriculum, assessments, and many of the other teacher required materials for each of the academic content areas. This helps to address the lack of a regular daily planning period.

**A.C.A § 6-17-203 - Personnel Policy Committees**

SIATech Little Rock will not be large enough to meet the statutory composition of this committee.

**A.C.A § 6-17-301 - Employment of Certified Personnel**

As SIATech Little Rock will only hire “at will” this law would be restrictive. However, the school ensures that constitutional due process will be followed in all employee dismissal events.

**A.C.A § 6-17-302 - Public School Principals-Qualifications and Responsibilities**

The Board of Directors will expect the principal to have managerial and human resource skills and understand the concept of day to day operation in school system regardless of whether he/she holds a valid supervisory or administrative certificate.

**A.C.A § 6-17-309 - Certification – Waiver**

Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock.

**A.C.A § 6-17-401 - et seq. Teachers License Requirement**

**Standards for Accreditation – 15.03.1-15.03.3 – Licensure and Renewal**

SIATech Little Rock will only hire highly qualified but not necessarily certified in the specific content area assigned for all or part of the day. SIATech Little Rock strives for 100% certification and HQT compliance.

**A.C.A § 6-17-418 - Teacher Certification - Arkansas History Requirement**

Please see waiver request 6-17-401

**A.C.A. § 6-17-902 - Definition of a Teacher**

SIATech Little Rock may need to utilize contracted personnel services for specialized topics for short periods of time making full compliance with this statute restrictive.

**A.C.A. § 6-17-908 - Teachers' Salary Fund**

Insurance decisions are based on committee consensus from affordable selections commensurate with local school district options (4)(B).

**A.C.A § 6-17-919 - Warrants Void Without Valid Certificate and Contract**

As SIATech Little Rock will not necessarily employ only certified teachers, it would need a waiver from this restriction. A valid offer of employment will be on file with SIATech Little Rock's Personnel Support Services and a copy will be given to the employee.

**A.C.A. §6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983**

SIATech Little Rock will ensure that all due process procedures will be followed for all employee dismissals.

**A.C.A § 6-17-1701 et seq. - Public School Employee Fair Hearing Act**

The school charter may be revoked for non-performance, the same right needs to be provided for the timely dismissal of employees who are not providing for the academic progress of students.

**A.C.A. § 6-17-2302 - (Act of 1591 of 2007, regarding Business Managers)**

ADE Rules Governing "Highly Qualified Teachers"; ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) consecutive Days and for Granting Waivers

**Standards for Accreditation – X. Personnel**

The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools.

**A.C.A. 6-17-2403 - Minimum Teacher Compensation Schedule**

ADE Rules – Certified Salary Schedule

Act 847 of 2007 Concerning Public School Certified/Classified Employee Alt. Pay Programs

The school will provide compensation that is competitive with local public school districts. The school reserves the right to determine specific salary schedules. An employee who seeks employment with the school is assumed to have given understood approval for participation in the school's performance pay compensation plan.

**A.C.A. 6-18-213 - Attendance records and reports generally. (f)(1 & 2)**

SIATech Little Rock operates on an open entry/exit, year round system. Students will enroll/exit any day of the school year. Ten+ days of absence may occur for some residential students visiting home.

**A.C.A. 6-18-508 - Alternative Learning Environment**

A charter school is a school of choice and provides a learning environment that is appropriate and serves the interest of a specific target student population.

**A.C.A. 6-25-101 et seq. - Public School Library Media and Technology Act**

Media will be available through on-line research links, encyclopedias, and a variety of internet resources in addition to local public libraries. No media specialist will be employed.

Instructional staff in each classroom will serve to teach students to access services outside of school, using technology and as teachers of information and technology skills.

**Standards for Accreditation – 16.02 Support Services/Media**

The intent/purpose of this act may be met through agreements with public libraries and museums throughout the community and digital library/information access.

**A.C.A. 6-42-101 et seq. – Gifted and Talented Children**

**ADE Rules Regarding Gifted and Talented Program**

**Standards for Accreditation – 18 - Gifted and Talented Education**

The school will provide integrated services within its extended school year to meet the needs of students and not have a Gifted and Talented Program Advisory Council.

**ADE: Rules Gov. AR Mandatory Attendance Requirement for Students in Grades 9-12**

**ADE: Final AR Rules and Regulations (5.0 Educational Standards) Governing Four-Day School Weeks**

**Standards for Accreditation – 14.03 – Graduation Requirements**

Request to waive completion of a specific amount of time to receive units of curriculum credit required for graduation “A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours.” SIATech Little Rock will utilize a competency based model which will award credits based on student demonstration of required knowledge and understandings as opposed to seat time in classes.

**ADE: Rules Governing Nutrition and Physical Activity Standards**

The school size prohibits the implementation of an Advisory Committee.

**Standards for Accreditation – 16.01.3 - Support Services/Guidance and Counseling**

Counseling services will be provided by the Job Corps partners (5 counselors [1:60 ratio] and 1 Counseling Manager). Job Corps counselors may or may not be certified.

**Standards for Accreditation – 16.03.3 – Health and Safety Services**

The school health services will be provided by Job Corps, with current health appraisal records maintained for all students in accordance with guidelines developed by the Department of Labor and Job Corps Program Requirement Handbook

## **STANDARD 21 – DESEGREGATION ASSURANCES**

SIATech Little Rock has carefully reviewed the potential impact of this application upon the efforts of the Little Rock, North Little Rock and Pulaski County Special School Districts to create and maintain a unitary system of desegregated schools, and finds as follows:

The goal of SIATech Little Rock is not one of interference or direct competition with the existing, traditional Public School districts in Pulaski County. Through SIATech Little Rock's affiliation with the Little Rock Job Corps (LRJC) center and the common goals shared between SIATech Little Rock and the LRJC, there should be no impact to the school districts within central Arkansas. A unique aspect of this charter school proposal is that it does not directly compete with existing school districts, while having a proven track record of success with students across the United States. The students targeted for enrollment in the SIATech Little Rock Charter School are students who are not currently enrolled in any school. SIATech Little Rock and the LRJC center will be reaching out to students classified as socio-economically disadvantaged AND currently not enrolled in any school. This unique program can be viewed as a specialty program for disadvantaged, dropout youth. Thus, the impact on any desegregation orders or any other federal order regarding the racial make-up of schools in the Central Arkansas area will be non-existent.

**ATTACHMENT A – PUBLIC HEARING DOCUMENTS**

**Public Support**  
**for**  
**Little Rock School for Integrated Academics and Technology, Inc.**  
**August 20, 2010 at 6:00 p.m.**  
**Southwest Community Recreation Center – Multi-Purpose Room**  
**Sign-In Sheet**

#	NAME	ADDRESS	SIGNATURE
1	Wendy Maxie	6900 Scott Hamilton, LR	Wendy Maxie
2	Tyler Hunter	6900 Scott Hamilton Dr.	Tyler Hunter
3	Patrick Williams	" " "	Patrick Williams
4	Emanuel Thompson	" " " "	Emanuel Thompson
5	Pam Adcock	6205 Hinkson 72209	Pam Adcock St. Paul
6	Pam Noble	5505 Rink Rd 72207	Pam Noble
7	PAT BEE	8409 Dowan Dr	Patricia M. Bee
8	Willie Vinson	6300 Hinkson 72209	Willie Vinson
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**PUBLIC HEARING NOTICES**  
*Arkansas Democrat Gazette*  
**August 20, 2010 and September 2, 2010**

**NOTICE OF PUBLIC HEARING**

Arkansas School for Integrated Academics and Technologies Little Rock, Inc. proposes to operate an open enrollment public charter school and will hold a public hearing to inform the public and gather information regarding the proposed school, SIA Tech Little Rock. The public hearing will be held on:

**August 20, 2010 at 6:00 p.m.**  
 Southwest Community Recreation Center  
 Multi-Purpose Room  
 6401 Baseline Road, Little Rock, AR 72209

The charter school's focus will be to serve a target population of high school eligible, school drop-outs coming from economically disadvantaged environments who were not previously successful in a traditional school setting. Community members, parents, students, and any interested persons are cordially invited.

**NOTICE OF PUBLIC HEARING**

Arkansas School for Integrated Academics and Technologies Little Rock, Inc. proposes to operate an open enrollment public charter school and will hold a public hearing to inform the public and gather information regarding the proposed school, SIATech Little Rock. The public hearing will be held on:

**September 2, 2010 at 6:00 p.m.**  
 Little Rock Job Corps Center  
 Auditorium  
 6900 Scott Hamilton Drive  
 Little Rock, AR 72209

The charter school's focus will be to serve a target population of high school eligible, school drop-outs coming from economically disadvantaged environments who were not previously successful in a traditional school setting. Community members, parents, students, and any interested persons are cordially invited.

PRE BILL FOR 07/20/10 to 08/19/10

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 LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail

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 OCEANSIDE, CA 92056

ACCOUNT NUMBER: 1662717

Publ Ad #	Date	Description	Size	UM	Unit Rate	Amount
8/20/10 } AD 1433062	07/20/10	Hearing	8.00	in	101.550	812.40
AD 1433062	07/27/10	Hearing	8.00	in	101.550	812.40
AD 1433062	08/03/10	Hearing	8.00	in	101.550	812.40
9/2/10 } AD 1437239	08/05/10	Public Meeting	8.00	in	101.550	812.40
AD 1437239	08/12/10	Public Meeting	8.00	in	101.550	812.40
AD 1437239	08/19/10	Public Meeting	8.00	in	101.550	812.40

TOTAL PRE BILL CHARGES: 4,874.40

PRE BILL TOTAL: 4,874.40

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**September 2, 2010 Public Hearing**

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Sent To **Dr. Richard Abernathy, Supt.**  
**Bryant Public Schools**  
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Sent To **Kenneth A. Kirspe**  
**Superintendent of Schools**  
 Street, Apt. No.; or PO Box No. **North Little Rock School Dist. 2700 Poplar Street**  
 City, State, ZIP+4 **North Little Rock, AR 72114**

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<b>Total Postage &amp; Fees</b>	<b>\$ 5.54</b>	08/05/2010



Sent To **Dr. Charles Hopson, Superintendent**  
**Pulaski County Special School District**  
 Street, Apt. No.; or PO Box No. **925 East Dixon Road**  
 City, State, ZIP+4 **Little Rock, AR 72206**

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Sent To **Dr. Linda Watson, Superintendent**  
**Little Rock School District**  
 Street, Apt. No.; or PO Box No. **810 W. Markham Street**  
 City, State, ZIP+4 **Little Rock, AR 72201**

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**CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS**  
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Sent To **Dr. Charles Hopson, Supt.**  
**Pulaski County Special School District**  
 Street, Apt. No.; or PO Box No. **925 East Dixon Rd.**  
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Sent To **Kenneth A. Kirspe**, Supt. / **North Little Rock School Dist.**  
 Street, Apt. No.; or PO Box No. **2700 Poplar Street**  
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**Bryant Public Schools**  
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Restricted Delivery Fee (Endorsement Required)	\$ 10.00
<b>Total Postage &amp; Fees</b>	<b>\$ 60.45</b>

Sent To: **Kenneth A. Kirspel**  
**Superintendent of Schools**  
 Street, Apt. No., or PO Box No. **2700 Poplar Street**  
 City, State, ZIP+4 **North Little Rock, AR 72114**

7010 0780 0001 2401 0560

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For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a>	
LITTLE ROCK, AR 72201	
<b>OFFICIAL USE</b>	
Postage	\$ 45.35
Certified Fee	\$ 2.80
Return Receipt Fee (Endorsement Required)	\$ 2.30
Restricted Delivery Fee (Endorsement Required)	\$ 10.00
<b>Total Postage &amp; Fees</b>	<b>\$ 60.45</b>

Sent To: **Dr. Linda Watson, Superintendent**  
**Little Rock School District**  
 Street, Apt. No., or PO Box No. **810 W. Markham Street**  
 City, State, ZIP+4 **Little Rock, AR 72201**



August 3, 2010

August 20, 2010 Public Hearing  
See Certified Mail Receipts  
Pages 54-55

Dr. Linda Watson  
Superintendent  
Little Rock School District  
810 W. Markham Street  
Little Rock, AR 72201

Dear Dr. Watson,

This letter is to inform you that Little Rock School for Integrated Academics and Technologies, Inc. seeks to open a charter high school (SIATech Little Rock) on the Little Rock Job Corps Center Campus. Little Rock SIATech will focus on serving an 'At-Risk' student population, with a focus on dropout recovery. SIATech Little Rock seeks to provide students who have not been successful in the traditional system with a choice to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended learning opportunities that take advantage of technological opportunities for lifelong learning.

A public hearing to inform the public and gather information regarding the proposed school will be held on Friday, August 20, 2010 at 8:00 p.m. This hearing will take place in the *Multi-Purpose Room* at the Southwest Community Recreation Center located at 6401 Baseline Road, Little Rock, AR 72209.

Sincerely,

*Kristin L. Malloy*  
Kristin L. Malloy  
Chief Educational Officer

217 Turpin Heights Drive, Suite A \* Oakdale, CA 95268  
Phone: 760.631.8184 Fax: 760.631.8182



Real Learning for Real Life®

August 6, 2010

September 2, 2010 Public Hearing  
See Certified Mail Receipts  
Pages 54-55

Dr. Linda Watson  
Superintendent  
Little Rock School District  
810 W. Markham Street  
Little Rock, AR 72201

Dear Dr. Watson,

This letter is to inform you that Little Rock School for Integrated Academics and Technologies, Inc. seeks to open a charter high school, SIATech Little Rock, on the Little Rock Job Corps Center Campus. Little Rock SIATech will focus on serving an 'At-Risk' student population, with a focus on dropout recovery. SIATech Little Rock seeks to provide students who have not been successful in the traditional system with a choice to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended learning opportunities that take advantage of technological opportunities for lifelong learning.

A public hearing to inform the public and gather information regarding the proposed school will be held on Thursday, September 2, 2010 at 8:00 p.m. This hearing will take place in the *Auditorium* at the Little Rock Job Corps Center located at 6900 Scott Hamilton Drive, Little Rock, AR 72209.

Sincerely,

*Kristin L. Malloy*  
Kristin L. Malloy  
Chief Educational Officer

KLM:ts

2117 Turpin Heights Drive, Suite A \* Oakdale, CA 95268  
Phone: 760.631.8184 Fax: 760.631.8182



Real Learning for Real Life®

August 27, 2010

Copy of Charter  
See Certified Mail Receipts  
Pages 55

Dr. Linda Watson  
Superintendent  
Little Rock School District  
810 W. Markham Street  
Little Rock, AR 72201

Dear Dr. Watson,

This letter is to inform you that Little Rock School for Integrated Academics and Technologies, Inc. seeks to open a charter high school, SIATech Little Rock, on the Little Rock Job Corps Center Campus. Little Rock SIATech will focus on serving an 'At-Risk' student population, with a focus on dropout recovery. SIATech Little Rock seeks to provide students who have not been successful in the traditional system with a choice to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended learning opportunities that take advantage of technological opportunities for lifelong learning.

As required by the Arkansas Department of Education, enclosed is a copy of the charter school application for your consideration/information.

Sincerely,

*Kristin L. Malloy*  
Kristin L. Malloy  
Chief Educational Officer

KLM:ts

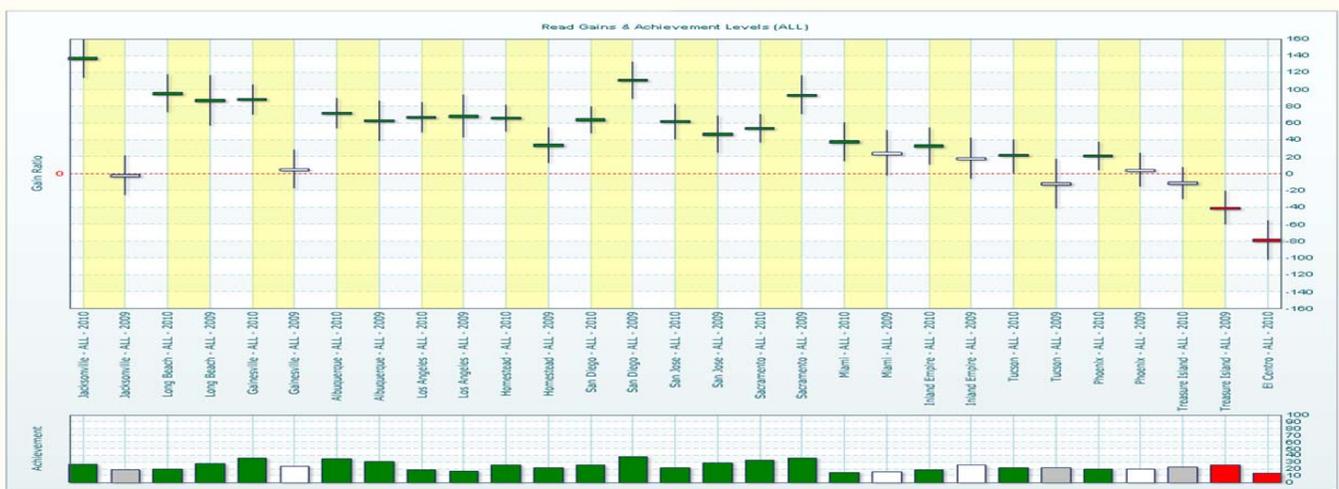
2117 Turpin Heights Drive, Suite A \* Oakdale, CA 95268  
Phone: 760.631.8184 Fax: 760.631.8182

## ATTACHMENT B: SIATech Little Rock Common Assessment System (CAS) Individual Student Learning Gains [Value-Added]

- Designed by Dr. John Schacter, Value-Added Analysis Network<sup>14</sup>
- Assessments used: RenPlace STAR Math and Reading<sup>15</sup>
- Measures baseline assessment against growth assessment to determine individual student learning gains
- Expected gains (Gain Ratios) based on RenPlace national norms and one grade level gain for each 10 months in school

Below is a sample and an explanation of the learning gain charts on the following pages.

1. Each chart includes two school years 2008-09 (2<sup>nd</sup> candle bar) and 2009-10 (1<sup>st</sup> candle bar) of student achievement data.
2. The Gain Ratio (red dotted line: -----) labeled zero, represents the minimum expected learning gain scale score, representing one year academic growth for a school year (10 months).
3. The candle bar (█ horizontal part) represents the average gain each school site achieved throughout the school year. The wicks (vertical line) represent the range of individual scores.
  - If the bar or wick intercepts the gain ratio line, student achievement has met the expected learning gain.
  - If the bar or wick is above the gain ratio line, student achievement is significantly higher than the expected learning gain.
  - If the bar or wick is below the gain ratio line, student achievement is significantly lower than the expected learning gain.
4. The bar graph at the bottom of the table presents percentile (%) rankings of SIATech **student achievement** relative to RenPlace National Norms, 10<sup>th</sup> grade. As can be seen, the SIATech dropout population re-engages in school at a very low level of achievement, but student and school results demonstrate that learning is happening at a greater than expected rate



<sup>14</sup> Value-Added Analysis Network, [https://valueadded.teachingdoctors.com/register/?return\\_url=/reporting/](https://valueadded.teachingdoctors.com/register/?return_url=/reporting/)

<sup>15</sup> Renaissance Place Learning, <http://www.renlearn.com/starproducts-ncrti.aspx>

**SIATech Little Rock Value-Added Analysis 2008-09 (pilot year) and 2009-10** (El Centro site at far right, an independent study program for approximately 35 predominantly second language speakers) opened in 2009-10, hence, no 2008-09 data.

**Reading Results for Individual School Sites** (Using the Chart on the previous page)

2008-09: 9/14 exceeded expectations, 4/14 met expected gains, and 1/14 fell below expectations

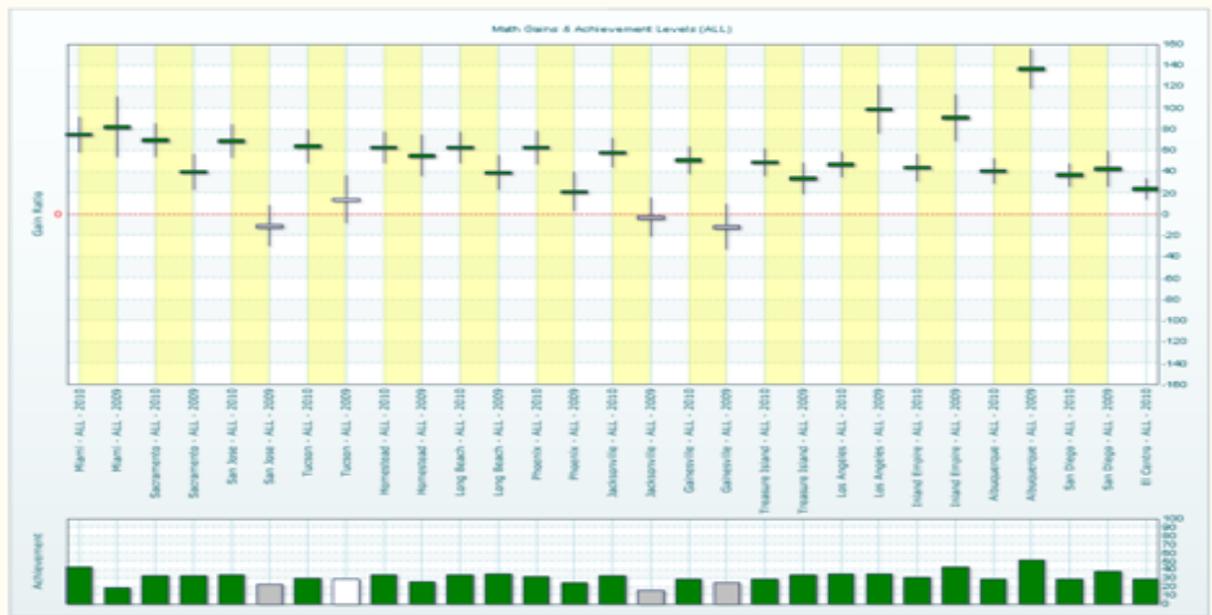
2009-10: 13/15 exceeded expectations, 1/15 met expected gains, and 1/15 fell below expectations

**Math Results for Individual School Sites**

2008-09: 4/14 sites met average expected gains and 10/14 exceeded expectations

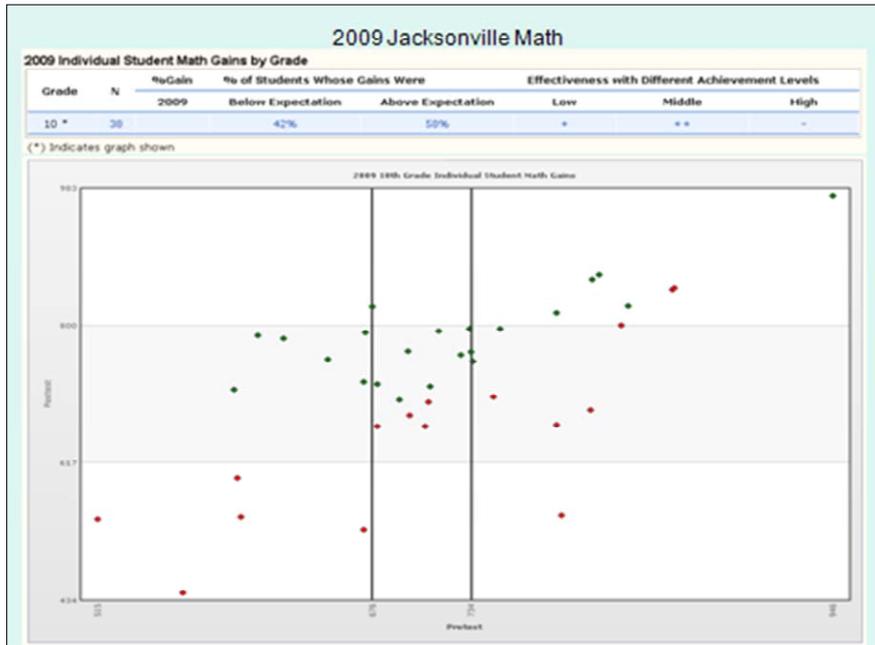
2009-10: the average of student learning gains for all school sites exceeded expectations 15/15

**2009 and 2010 Expected Learn Gains, Mathematics**

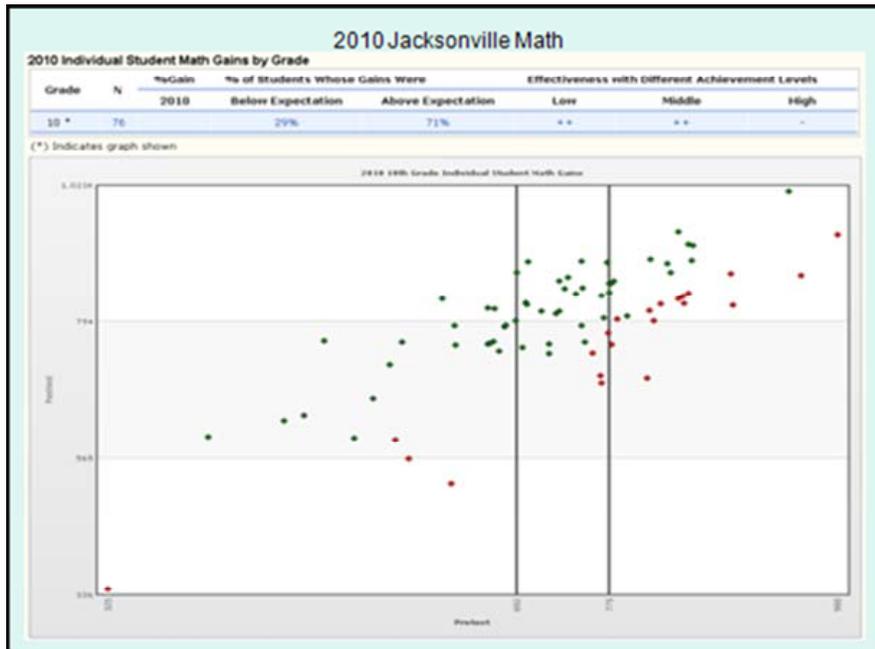


The *scattergrams* below show the math/reading results for each exiting SIATech Little Rock student (school years 2008-09 & 2009-10). The red diamond represents a student that did not achieve expected gains and the green diamond represents students who met or exceeded expected gains.

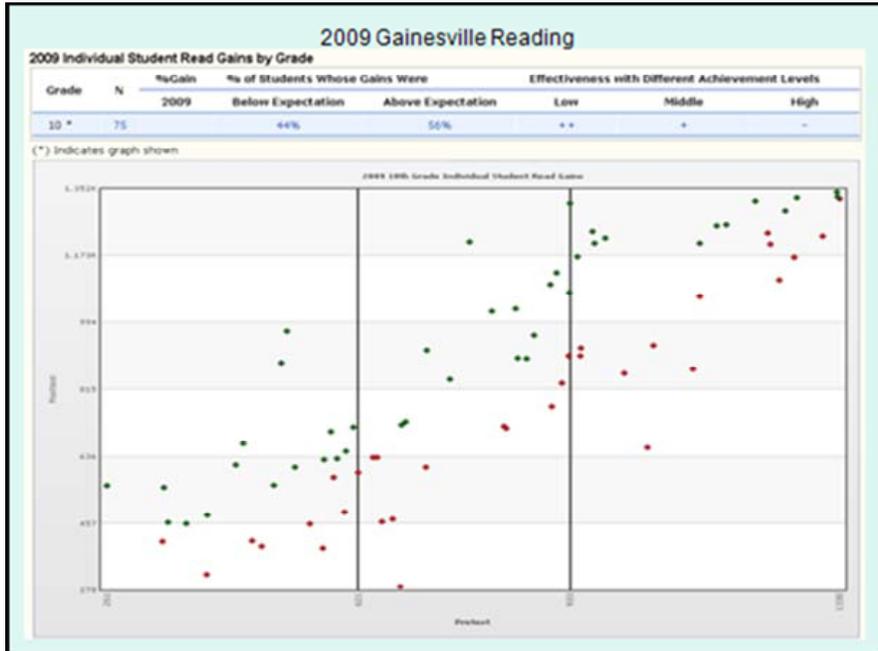
**Two Florida SIATech school sites:  
Math Individual Student Learning Gains  
SIATech Little Rock Jacksonville 2008-09**



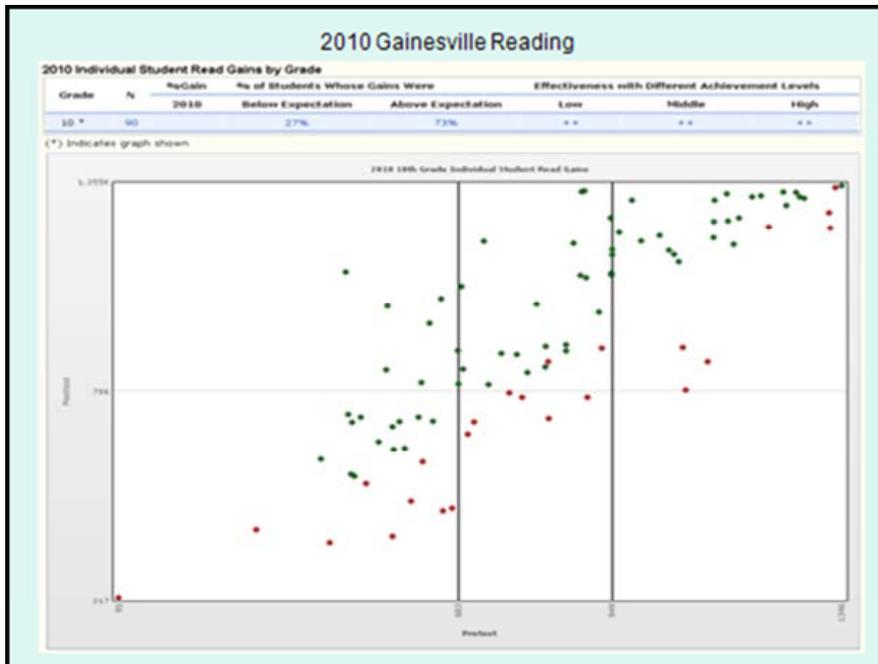
**SIATech Jacksonville 2009-10**



## Reading Individual Student Learning Gains SIATech Gainesville 2008-09



## SIATech Gainesville 2009-10



**ATTACHMENT C – SCHOOL CALENDAR AND DAILY SCHEDULE**



**SIATech Little Rock LITTLE ROCK  
SCHOOL CALENDAR  
2011-2012**

August 18, 2011	First Day for Students
September 5, 2011	Labor Day
November 23-25, 2011	Thanksgiving Holiday
December 12-30, 2011	**Winter Vacation
January 16, 2012	Martin Luther King Day
February 20, 2012	President’s Day
May 28, 2012	Memorial Day
June 29, 2012	Last Day of School
July 2-20, 2012	**Summer Break
TBD	Professional Development Days

*Note: Due to the partnership that SIATech Little Rock has with Job Corps (they provide the facility), SIATech Little Rock is able to provide an extended school year and is open year round to serve students (closed three weeks in December and three weeks in the summer)*

*\*\*Depending upon Job Corps needs, the exact closing dates in the winter and summer may vary.*

**DAILY SCHEDULE**

<b>BLOCK</b>	<b>TIME</b>	<b>INSTRUCTIONAL MINUTES</b>
1	<b>8:00 – 9:30</b>	<b>90</b>
<b>Break 9:30 – 9:45</b>		
2	<b>9:45 – 11:15</b>	<b>90</b>
3	<b>11:20 – 12:15</b>	<b>55</b>
<b>Lunch 12:15 – 1:10</b>		
4	<b>1:15 – 2:15</b>	<b>60</b>
<b>Break 2:15 – 2:30</b>		
5	<b>2:30 – 3:30</b>	<b>60</b>
6	<b>3:35 – 4:00</b>	<b>25</b>
<b>Total Instructional Minutes = 380</b>		

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

Lessor (Owner): U.S. Government (federal property)

Lessee (Tenant): N/A

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

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

Little Rock Job Corps Center; houses the  
Federal Job Corps Education & Training Program

Premises: Address: 6900 Scott Hamilton Drive, Little Rock, AR  
72209-3144

15,000 to 20,000 instructional space (academic & career-tech)  
square footage

Terms of Lease: Not applicable-please see MOU

Rental Amount: No rental fees for use of facility-MOU will be utilized

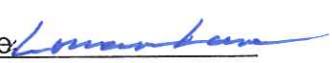
Contingency: The terms of this agreement are contingent upon  
Arkansas SIATech, Inc (sponsoring entity)  
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2011.

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

Lessee: N/A – see above

Lessor: N/A – see above

By Kristin Mallory 

By Lorraine Lane 

Date 23 Aug 2010

Date \_\_\_\_\_

**SIATech Little Rock will utilize an MOU with Adams & Associates, Inc. (A&A) to access use of their facilities. There will be no dollars paid to A&A for the use of space on center and no dollars paid to SIATech Little Rock/NEWCorp for the public high school program implemented on center. Please see MOU between SIATech Little Rock and the Management Company, A &A, Inc. for the LRJCC. Please see section 1 referencing: classroom space**

LEASE AGREEMENT

This Agreement, made this \_\_\_\_\_ day of \_\_\_\_\_, between \_\_\_\_\_, whose address is \_\_\_\_\_ (the Lessor) and \_\_\_\_\_, whose address is \_\_\_\_\_, (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 \_\_\_\_\_ County, Arkansas:

(DESCRIPTION)

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

2. Term. This lease shall commence on \_\_\_\_\_, and shall extend for a term of \_\_\_\_\_ [years] [months], ending at midnight on \_\_\_\_\_. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ \_\_\_\_\_, payable in \_\_\_\_\_ equal [monthly] installments of \$ \_\_\_\_\_ each, to be paid in advance on the first day of \_\_\_\_\_, and on the first day of each and every [month] thereafter during the term of this lease.

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

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than \_\_\_\_\_ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at

the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [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.

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

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at \_\_\_\_\_. 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 \_\_\_\_\_. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

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

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

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

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a

monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorney's fees.

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

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

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on 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.

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

18. **Liability 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 \_\_\_\_\_ per person, \_\_\_\_\_ per accident, and \_\_\_\_\_ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his 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 his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. **Common Areas.** Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

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

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

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

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

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

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

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 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 3 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):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
[Spouse of Lessor]

\_\_\_\_\_  
Lessee

[ACKNOWLEDGMENT]

\_\_\_\_\_

THIS AGREEMENT made between \_\_\_\_\_ (the Lessor) and  
\_\_\_\_\_ (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of \_\_\_\_\_, County of \_\_\_\_\_, State of Arkansas:

**Job Corps is not able to provide a lease agreement for federal property. Job Corps Management companies engage in memorandums of understanding with partners. Please see MOU for the agreement with Adams & Associates, Inc. Kristin Mallory**

**Memorandum of Understanding**  
**Between Little Rock Job Corps Center and SIATech Charter High School**  
**for use of Facilities**

This AGREEMENT is entered into between the Little Rock Job Corps Center (the “JCC”) and SIATech Little Rock, a charter high school (“SIATech”), for the limited purposes and on the terms and conditions set forth herein. The effective date of this Agreement is July1, 2011.

WHEREAS, the JCC operates a center located at 6900 Scott Hamilton, Little Rock, AR 72209 (the “Site”); and,

WHEREAS, pursuant to a memorandum of understanding or other agreement, SIATech provides a public school program for JCC students at the Site; and,

WHEREAS, the JCC and SIATech have determined that the students would benefit from the use of the Site facilities wherein SIATech may conduct instructional and administrative activities associated with its public school program;

The parties to this Agreement hereby agree as follows:

**1. JCC’s obligations.**

The JCC will provide classroom space as appropriate for any Job Corps students referred to SIATech at the Site, contingent on JCC’s requirements and SIATech’s capabilities. This classroom space will include appropriate logistics and maintenance, utilities, and security support (viable windows and doors and benefit of center security services) to meet the SIATech requirements, and those of its authorizing agency, for classroom operations, excluding dedicated telephone line and installation costs related thereof.

JCC or other use of the SIATech funded computer lab and instructional materials for all educational purposes will require a separate Memorandum of Understanding from SIATech and should not conflict with school hours of operation. All college and/or other educational programs will be the sole responsibility of the JCC staff.

Minor Emphasis portfolio work by SIATech students may occur in any Site classroom or learning environment in which students are assigned.

**2. SIATech’s obligations.**

SIATech will provide appropriate classroom equipment, including a computerized classroom training system, books, instructional aids, and other supplies and consumables. SIATech maintains ownership of computer equipment, desks and all other purchases by SIATech. SIATech will provide maintenance, repair and updates

of all classroom equipment, computer systems and software. SIATech will coordinate its program with that of JCC to include minor emphasis portfolio work in career-technical and educational experiences.

**3. Agreement term.**

The Agreement shall expire thirty days from the expiration or termination of the memorandum of understanding which sets forth the obligation for SIATech to provide a public school program for JCC students at the Site.

**4. Severability.**

The provisions of this Agreement are severable. If any portion of this Agreement is held invalid by a court of competent jurisdiction, the remainder of the Agreement shall remain in full force and effect unless amended or modified by mutual consent of the parties.

The JCC and SIATech execute this Agreement as of the effective date stated above.

**LITTLE ROCK JOB CORPS CENTER**

Signed by: \_\_\_\_\_; its Director of Administration (Adams & Assoc., Inc.)  
Date: (upon charter approval)

**LITTLE ROCK JOB CORPS CENTER**

Signed by: *Lucy Kwan*; its Center Director (LRJCC)  
Date: *Aug. 25, 2010*

**SIATECH CHARTER HIGH SCHOOL**

Signed by: *Mark Malley*; its Board President (SIATech)  
Date: *23 Aug 2010*

**SIATECH CHARTER HIGH SCHOOL**

Signed by: \_\_\_\_\_; its Principal (SIATech)  
Date: (when hired)

**Attachment E - Budget**

**Arkansas School for Integrated Academics  
and Technologies Little Rock, Inc.  
Annual Budget Summary  
School Year 2011-12**

**Attachment E - Budget**  
**Arkansas School for Integrated Academics and Technologies Little Rock, Inc.**  
**Public Charter School Application**  
**Estimated Budget Worksheet / Template**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students ( 210 ) x \$6,023.00 State Foundation Funding		
3			\$ 1,264,830.00
4	No. of Students ( 210 ) x \$41.33 Professional Development		8,679.00
5	No. of Students ( 210 ) x eligible rate* NSLA Funding		208,320.00
6	Total State Charter School Aid		1,481,829.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	\$ -	
10	Federal Grants (List the amount)	-	
11	Special Grants (List the amount)	-	
12	Other (Specifically Describe)	-	
13			
14	Total Other Sources of Revenues		-
15			
16	TOTAL REVENUES		<b>\$ 1,481,829.00</b>
17			
18		<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u> )	\$ 95,942.00	
21	Fringe Benefits	37,926.00	
22	Purchased Services	68,537.00	
23	Supplies and Materials	8,700.00	
24	Equipment	9,500.00	
25	Other (Describe) <span style="border: 1px solid black; padding: 2px;">Primarily Dues &amp; Fees</span>	1,300.00	\$ 221,905.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>6</u> )	262,471.00	
29	Fringe Benefits	127,925.00	
30	Purchased Services	222,762.00	
31	Supplies and Materials	32,000.00	
32	Equipment	220,213.00	
33	Other (Describe)	-	865,371.00

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.

**Arkansas School for Integrated Academics and Technologies Little Rock, Inc.**  
**Public Charter School Application**  
**Estimated Budget Worksheet / Template**

34			<i>(Budget Continued)</i>		
35	Special Education:				
36	Salaries: (No. of Positions <u>1</u> )			\$ 49,412.00	
37	Fringe Benefits			21,648.00	
38	Purchased Services			76,389.00	
39	Supplies and Materials			8,000.00	
40	Equipment			43,564.00	
41	Other (Describe)			-	\$ 199,013.00
42					
43	Gifted and Talented Program:				
44	Salaries: (No. of Positions: <u>0</u> )			-	
45	Fringe Benefits			-	
46	Purchased Services	Waiver Requested - No Anticipated Expenditures. See description under Standard 17 G.		-	
47	Supplies and Materials			-	
48	Equipment			-	
49	Other (Describe)			-	-
50					
51	Alternative Education Program:				
52	Salaries: (No. of Positions: <u>0</u> )			-	
53	Fringe Benefits			-	
54	Purchased Services	Our "Regular Education Program" may be considered as "Alternative". As a waiver was requested, we have chosen to budget expenditures in "Regular Education" vs. "Alternative" .		-	
55	Supplies and Materials			-	
56	Equipment			-	
57	Other (Describe)			-	-
58					
59	Guidance Services:				
60	Salaries: (No. of Positions: <u>0</u> )			-	
61	Fringe Benefits			-	
62	Purchased Services	No Anticipated Expenditures. Services are provided in-kind by our Job Corp Partner for all students. See description under Standard 17 A.		-	
63	Supplies and Materials			-	
64	Equipment			-	
65	Other (Describe)			-	-
66					
67	Health Services:				
68	Salaries: (No. of Positions: <u>0</u> )			-	
69	Fringe Benefits			-	
70	Purchased Services	No Anticipated Expenditures. Services are provided in-kind by our Job Corp Partner for all students. See description under Standard 17 B.		-	
71	Supplies and Materials			-	
72	Equipment			-	
73	Other (Describe)			-	-

**Arkansas School for Integrated Academics and Technologies Little Rock, Inc.**  
**Public Charter School Application**  
**Estimated Budget Worksheet / Template**

74			(Budget Continued)		
75	Media Services:				
76	Salaries: (No. of Positions: 0 )			\$ -	
77	Fringe Benefits	Media services are primarily provided through software packages. Expenses shown		-	
78	Purchased Services	are for various media software packages. See description		3,591.00	
79	Supplies and Materials	under Standard 17 C.		-	
80	Equipment			-	
81	Other (Describe)			-	\$ 3,591.00
82					
83	Fiscal Services:				
84	Salaries: (No. of Positions: 0 )			-	
85	Fringe Benefits	It is anticipated that fiscal services will be outsourced to		-	
86	Purchased Services	New Education for the Workplace, Inc., an		29,637.00	
87	Supplies and Materials	educational support provider.		-	
88	Equipment	See Standard 13 b.		-	
89	Other (Describe)			-	29,637.00
90					
91	Maintenance and Operation:				
92	Salaries: (No. of Positions: 0 )			-	
93	Fringe Benefits	Many of these costs are provided in-kind by our Job Corp Partner (i.e. facilities		-	
94	Purchased Services	maintenance, utilities, janitorial		18,300.00	
95	(include utilities)	services, etc.). See Standard		-	
96	Supplies and Materials	16.		400.00	
97	Equipment			2,000.00	
98	Other (Describe)			-	20,700.00
99					
100	Pupil Transportation:				
101	Salaries: (No. of Positions: 0 )			-	
102	Fringe Benefits	It is anticipated that the majority of SIATech students will live on center.		-	
103	Purchased Services	Some monies are allocated to defray		10,500.00	
104	Supplies and Materials	partial transportation costs for		-	
105	Equipment	students using public transportation.		-	
106	Other (Describe)			-	10,500.00
107					
108	Food Services:				
109	Salaries: (No. of Positions: 0 )			-	
110	Fringe Benefits	Services are provided in-kind by Job Corp for the majority of		-	
111	Purchased Services	students. Services for Non-		15,050.00	
112	Supplies and Materials	Job Corp students will be		-	
113	Equipment	purchased from Job Corp. See		-	
114	Other (Describe)	Standard 18 for description.		-	15,050.00

**Arkansas School for Integrated Academics and Technologies Little Rock, Inc.**  
**Public Charter School Application**  
**Estimated Budget Worksheet / Template**

115	<i>(Budget Continued)</i>		
116	Data Processing:		
117	Salaries: <i>(No. of Positions: <u>1</u> )</i>	\$ 24,067.00	
118	Fringe Benefits	13,549.00	
119	Purchased Services	2,000.00	
120	Supplies and Materials	500.00	
121	Equipment	4,750.00	
122	Other <i>(Describe)</i>	-	\$ 44,866.00
123			
124	Substitute Personnel:		
125	Salaries: <i>(No. of Positions <u>0.33</u> )</i>	11,352.00	
126	Fringe Benefits	1,413.00	12,765.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	-	
130	Please list upgrades:	25,000.00	
131			
132	Utilities (contract for one total year including facility upgrades)	-	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	-	
135	Content Insurance	9,800.00	34,800.00
136			
137	Debt Expenditures:		-
138	Other Expenditures:		
139	<i>(Describe)</i>		-
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$ 1,458,198.00</b>

The facility and utilities are provided in-kind by our Job Corp Partner. See description under Standard 16 for agreement and upgrade description.

**ATTACHMENT F – SALARY SCHEDULES**

**SIATECH LITTLE ROCK - PROPOSED SALARY SCHEDULE  
2011-2012  
GROUP 100**

<b>PRINCIPAL 225 DAYS RANGE 1</b>				<b>TEACHER 215 DAYS RANGE 2</b>				<b>TEACHER BA/BS + 36/MA 215 DAYS RANGE 3</b>			
<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>	<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>	<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>
62,000.00	2583.33	275.56	34.44	36,884.40	1536.85	171.56	21.44	42,623.50	1775.98	198.25	24.78
63,860.00	2660.83	283.82	35.48	37,990.93	1582.96	176.70	22.09	43,902.21	1829.26	204.20	25.52
65,775.80	2740.66	292.34	36.54	39,130.66	1630.44	182.00	22.75	45,219.27	1884.14	210.32	26.29
67,749.07	2822.88	301.11	37.64	40,304.58	1679.36	187.46	23.43	46,575.85	1940.66	216.63	27.08
69,781.55	2907.56	310.14	38.77	41,513.72	1729.74	193.09	24.14	47,973.12	1998.88	223.13	27.89
71,874.99	2994.79	319.44	39.93	42,759.13	1781.63	198.88	24.86	49,412.32	2058.85	229.82	28.73
74,031.24	3084.64	329.03	41.13	44,041.90	1835.08	204.85	25.61	50,894.69	2120.61	236.72	29.59
76,252.18	3177.17	338.90	42.36	45,363.16	1890.13	210.99	26.37	52,421.53	2184.23	243.82	30.48
78,539.75	3272.49	349.07	43.63	46,724.05	1946.84	217.32	27.17	53,994.17	2249.76	251.14	31.39
80,895.94	3370.66	359.54	44.94	48,125.78	2005.24	223.84	27.98	55,614.00	2317.25	258.67	32.33

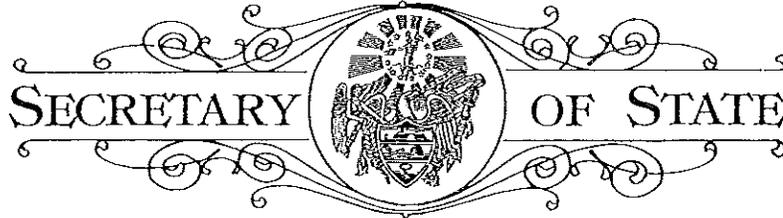
\$1500 Masters Stipend

\$1,800 Doctorate Stipend

\$1,800 Doctorate Stipend

<b>REGISTRAR 225 DAYS RANGE 1</b>				<b>ADMINISTRATIVE ASSISTANT 225 DAYS RANGE 2</b>				<b>TESTING SPECIALIST INSTRUCTIONAL/TECHNICAL ASST. 215 DAYS RANGE 3</b>			
<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>	<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>	<b>ANNUAL</b>	<b>BI-MONTH</b>	<b>PER DIEM</b>	<b>HRLY</b>
20,760.00	865.00	92.27	11.53	20,760.00	865.00	92.27	11.53	20,994.00	874.75	97.65	12.21
21,382.80	890.95	95.03	11.88	21,382.80	890.95	95.03	11.88	21,623.82	900.99	100.58	12.57
22,024.28	917.68	97.89	12.24	22,024.28	917.68	97.89	12.24	22,272.53	928.02	103.59	12.95
22,685.01	945.21	100.82	12.60	22,685.01	945.21	100.82	12.60	22,940.71	955.86	106.70	13.34
23,365.56	973.57	103.85	12.98	23,365.56	973.57	103.85	12.98	23,628.93	984.54	109.90	13.74
24,066.53	1002.77	106.96	13.37	24,066.53	1002.77	106.96	13.37	24,337.80	1,014.07	113.20	14.15
24,788.53	1032.86	110.17	13.77	24,788.53	1032.86	110.17	13.77	25,067.93	1,044.50	116.60	14.57
25,532.18	1063.84	113.48	14.18	25,532.18	1063.84	113.48	14.18	25,819.97	1,075.83	120.09	15.01
26,298.15	1095.76	116.88	14.61	26,298.15	1095.76	116.88	14.61	26,594.57	1,108.11	123.70	15.46
27,087.09	1128.63	120.39	15.05	27,087.09	1128.63	120.39	15.05	27,392.41	1,141.35	127.41	15.93

STATE OF ARKANSAS



**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

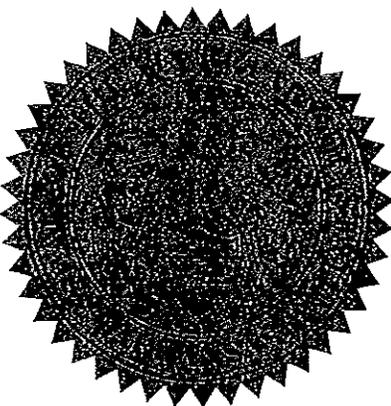
**Articles of Incorporation**

of

**ARKANSAS SCHOOL FOR INTEGRATED ACADEMICS &  
TECHNOLOGIES LITTLE ROCK, INC.**

filed in this office June 22, 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 22nd day of June 2010.

A handwritten signature in cursive script that reads "Charlie Daniels". The signature is written in black ink and is positioned above a horizontal line.

Secretary of State

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

- 1: **The name of the corporation is:**  
ARKANSAS SCHOOL FOR INTEGRATED  
ACADEMICS & TECHNOLOGIES LITTLE  
ROCK, INC.
- 2: **The corporation is:** PUBLIC - BENEFIT  
CORPORATION
- 3: **Will this corporation have members:** YES
- 4: **Power of the corporation:**  
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:  
10/29/2007:<BR> 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:<BR> 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:<BR> 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** MTICHELL L. BERRY  
**Street Address** 124 W. CAPITOL AVE., SUITE 1900  
**City:** LITTLE ROCK  
**State:** AR  
**ZIP:** 72201-

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

**Name 1** KRIS MALLORY  
217 CIVIC  
**Address** CENTER DR.,  
1 SUITE 7, VISTA,  
CA, 92084

**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:  
THE CORPORATION WILL USE THE FICTITIOUS  
NAME "SIATECH LITTLE ROCK"

**Signature of an  
Incorporator:**

KRIS MALLORY

 **IRS** DEPARTMENT OF THE TREASURY  
INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023

004029.733966.0012.001 1 MB 0.382 532



ARKANSAS SCHOOL FOR INTEGRATED  
% KRISTIN MALLORY  
2611 TEMPLE HEIGHTS AVE SUITE A  
OCEANSIDE CA 92056

Date of this notice: 08-02-2010

Employer Identification Number:  
27-3127383

Form: SS-4

Number of this notice: CP 575 F

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

IF YOU WRITE, ATTACH THE  
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 27-3127383. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code, or Form 1024, Application for Recognition of Exemption Under Section 501(a). Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service  
PO Box 12192  
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at [www.irs.gov](http://www.irs.gov) for the most current information on your filing requirements.



Little Rock Job Corps Center  
6900 Scott Hamilton Dr.  
Little Rock, AR 72209  
501.618.2500 Fax 501.618.2590

August 5, 2010

State Board of Education  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Board Members,

Thank you for your consideration of what will be a mutually beneficial partnership in support of recovering students who have recently left our school system without a high school diploma. The proposed focus on the use of technology in the classroom environment is extremely exciting in addition to an integrated curricular approach to teaching and learning that is both supportive and conducive for advancing student's learning.

We are all anticipating the opportunity to have SIATech on our Little Rock Job Corp Campus as an added academic support system for our Little Rock students.

Again, thanks in advance, for your support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Wendy Maxie', with a long horizontal line extending to the right.

Wendy Maxie, Career Education Manager  
Little Rock Job Corps Center

## ATTACHMENT I – STATEMENT OF ASSURANCES

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

*Kristin Mallory*

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

Date: 23 August 2010

**Kristin L. Mallory**  
\_\_\_\_\_  
Print or type name