ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31

Charter School: Diploma School of Jonesboro

Date Submitted: August 31, 2011

Date Approved: _____

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

STATE BOARD OF EDUCATION

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

A. GENERAL INFORMATION (Please type)
Name of Proposed Charter School: **The Diploma School of Jonesboro**
Grade Level(s) for the School: **11th & 12th** Student Enrollment cap**:** **300**
Name of Sponsoring Entity: **Osceola Communication, Business and Arts 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.**OCBA, Inc.'s Determination Letter is attached**

Name of Contact Person: **Sally Wilson**
Address (no P.O. Box please): City: ZIP: **815 W. Semmes, Osceola, AR 72370**
Daytime Phone Number: **870-822-0574** FAX: **870-563-5582**
E-mail: **diploma.school@yahoo.com**

Charter Site Address: **1901 Woodsprings** City: **Jonesboro** ZIP: **72401**

Date of Proposed Opening: **August 2012**

Chief Operating Officer of Proposed Charter: **Sally Wilson** Title: **Vice President**
Address: **851 W. Semmes** City: **Osceola, AR** ZIP Code: **72370**
Daytime Telephone Number: **870-822-0574**
The proposed charter will be located in the **Jonesboro** School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.
Name: **Beau Butler** Position: **Board President** State of Residence: **AR**
Name: **Sally Wilson** Position: **Board Vice-President** State of Residence: **AR**
Name: **Miller Wilson** Position: **Board Treasurer** State of Residence: **AR**
Name: **BJ Bowles** Position: **Board Secretary** State of Residence: **AR**

List the current K-12 student enrollment of the district where the proposed public charter school will be located. **5355** (Total District Enrollment)
http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx?year=21&search=jonesboro&pagesize=100
List the school districts from which students are expected to come (use additional sheets as necessary).**Jonesboro** **Nettleton** **Brookland** **ValleyView** **Westside**

B. GENERAL DESCRIPTION

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

The principal purpose of the Diploma School is to improve the graduation rate in the area. We have a research-based design with a proven record of successful targeted intervention. Diploma School information is detailed on our website, www.diplomaschool.org. The Diploma School mission is to graduate 100% of our students using the U. S Department of Education's adjusted cohort rate.

In this community, the new Diploma School would be an independent and accredited open-enrollment public charter school serving **11th and 12th** grade students, who are **not** on track to graduate from high school within four years or who have already dropped out of high school. We have found that the term "dropout" embarrasses and discourages these young people so we refer to them as "targeted students". This model has taken the best practices from the OCABS Charter School. Along with these best practices, we have applied measures and controls to ensure that the school and its future leaders stay focused and committed to serving the targeted youth and the intent of this charter.

The school model is non-traditional because the classes convene primarily in the evenings and on Saturdays. And the school's forty-week, year-round calendar has seven "semesters" condensed into six-week long or four-week long blocked sessions. This scheduling format allows students to earn as many as 3 half-unit classes in just six weeks or 2 half-unit classes in just four weeks. Please refer to the sample bell schedule and the sample calendar in the Attachments. This schedule and calendar also allows students re-entering high school or students transferring from a traditional district the opportunity to efficiently fill the gaps in their high school transcript while mastering the course contents and earning a full Arkansas high school diploma in a shortened time. Our model school will work closely with area secondary career and technical schools, training centers and colleges to offer skills training, concurrent credit college and technical classes to our students. And we will work with organizations and businesses, such as local employers, Youth Apprenticeship, Arkansas Career Education-ACE to get work and internships for our students while they are enrolled in our school.

Our model will use technology rich methods to deliver the course content such as blended digital learning or the "flipped classroom" method. In a flipped classroom, the course lectures are videotaped. Students watch the videos in labs with a facilitator. Each video segment is aligned with specific Arkansas framework strands or Common Core clusters. The classroom time with the teacher is used for discussion of the video content, on inquiry-based learning, and solving "homework" questions and problems. This method ensures that all frameworks have been presented to the students and the content has been taught in the most effective manner using best practices.

Our OCABS school record shows a history of near-perfect student behavior and discipline. We have a reputation as being one of safest schools in the state. We use the book "Choosing Civility" as our foundation for discipline and character education.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.

The meeting was opened with a welcome and review of the meeting agenda.

- Welcome and Background information
- Description of The Diploma School
- National research and Regional research
- The Diploma School model, mission and goals
- Get involved – Join the Corporation or serve on the local Advisory Council
- Questions – please use the question cards
- Thank you for attending

The meeting's PowerPoint presentation is posted on and can be downloaded from the Diploma School's website, http://www.diplomaschool.org/public-meeting.html

Description of the results of the public hearing

The meeting was held on Tuesday, August 23rd at the Jonesboro Parker Park Community Center on Church Street in the center of Jonesboro. The meeting started at 6:00 and lasted until about 6:50. Attendees included a two circuit judges, a local newspaper reporter, juvenile officers, a literacy league representative and college instructor and student. No one from the Jonesboro school district or any other school district attended.

The meeting was a very positive. The attendees were all very interested and encouraging about the Diploma School effort. The participants seemed pleased:

- that the school would offer and opportunity for disconnected youth. This will be the first real option for many of these young people
- after a discussion on the US DOE's 11th grade adjusted cohort graduation rate and the 12th grade adjusted cohort rate, the group understood the rationale behind admitting only 11th and 12th grade students
- that the organizers will strive to hire local people to work the school
- to see the focus on skills training and apprenticeships
- with the school's mission to graduate 100% of its students.
- with the school using blended digital learning as a method of delivery.
- with the Diploma School approach of treating its students like adults.
- with the Diploma School's emphasis on utilizing concurrent enrollment credit classes and secondary center classes

No Blame Approach

The participants recognized that the disconnected youth issue is a nationwide problem but they are anxious to help make a change in the area. They agreed

with the Diploma School's philosophy **not** to criticize or blame the local districts for the students who drop out of their schools.

Area of concern:

There no areas of concern expressed.

Description of the evidence of public support exhibited at the hearing

At the meeting, representatives from the juvenile office expressed a real interest in the Diploma School concept. They are hopeful that the charter is approved so the targeted young people in the area have another option for education and skills training.

No one at the meeting voiced any negative concerns about the proposed school.

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2. *Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met*:

Documentation of required notices for public hearing

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.

The meeting was held on August 23rd. The notices ran the weeks of August 1st, August 8th and August 15th in the Jonesboro area newspaper, the Jonesboro Sun.

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

The notices ran in the main part of the paper in what is known as a "display ad". Copies of the notices are in the Attachments 1.

C. *The last publication date of the notice shall be no less than seven days prior to the public meeting*.

The meeting was held on August 23rd, which was eight days after the final notice ran on August 15th.

Documentation of notices sent to superintendents

D. *Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located*.

Certified letters with the announcement of the public meeting were mailed to the superintendents within four days of the first notice publication. The letters were mailed to the superintendents of the Jonesboro, Westside, Nettleton, ValleyView and Brookland school districts. The letters were also sent to the Green County Tech districts' superintendents because those districts are contiguous to the Jonesboro district. Copies of the certified mail receipts are in Attachments 1. A map showing the location of the district and the contiguous district(s) is in the Attachments.

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3. a. *Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities.*

Documentation of legal structure of the governing board

If this Charter is approved, the Board of the sponsoring entity, the non-profit corporation Osceola Communication, Business and Arts Inc., OCBA, Inc. will govern the school and will be ultimate governing body. Pursuant to the OCBA, Inc. bylaws, the Board and its officers are elected by the Corporation members at the OCBA, Inc. annual meeting and the length of term for Board members is two years.

OCBA, Inc. is a nonprofit Corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. This entity, to be referred as the Corporation in this application, was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. The Corporation was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the Corporation's tax exempt status, is attached. The Corporation is governed according to its bylaws which has been approved by the IRS. The bylaws is posted on the website and is linked to the school's website.

Membership in the OCBA, Inc. Corporation is open to everyone dedicated the mission of the school. The Corporation will be responsible for fund raising and grant writing for the proposed open-enrollment public school. The Corporation will incur any debt for the establishment and maintenance of the proposed open-enrollment public school. The Corporation members abide by all federal rules governing non-profit boards and foundation.

Should the school close or be closed, all assets or funds (after debts paid) collected by the Corporation on behalf of the school will be returned to the state.

Description of the governing board's roles and responsibilities
Policies and procedures for board operation, including composition and member selection

The Board will be dedicated to all aspects of this charter. The Board will manage the operation of the proposed public charter and make all decisions regarding the school. The Board has a President, Vice President, Secretary and Treasurer. The President will preside over the Board meetings. The Secretary will maintain minutes of the meetings. The Vice-president will act in the President's absence. The Treasurer will be responsible for overseeing the finances.

The school board will join the Arkansas School Board Association, ASBA and will utilize the ASBA model policy program. The board will adhere to requirements of all local "board of directors," including Arkansas' code of ethics for board members, issues of nepotism, and FOI rules. The Board members must attend training that is determined by the Corporation members at the annual meeting. The Board will oversee the long range plan for the school. Drafts of the School Board's policy book, Student Handbook, Personnel Policy Handbook, Operations Manual are available for review by the Arkansas Department of Education staff.

Referring to the section 3.a. above, the selection of the Board members and officers are in accordance with OCBA, Inc.'s Internal Revenue approved bylaws.

3. b. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:

Plan for involving parents, staff, students and community in the decision-making of the Diploma School

Our draft Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. All parents, staff, adult-age students and supportive citizens are invited to join the OCBA, Inc. Corporation.

A local Advisory Council of parents, staff, students and community volunteers will be appointed to support the school and the School Director. The group may also offer suggestions to the Board regarding the school.

3. A. *Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing;*
(2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

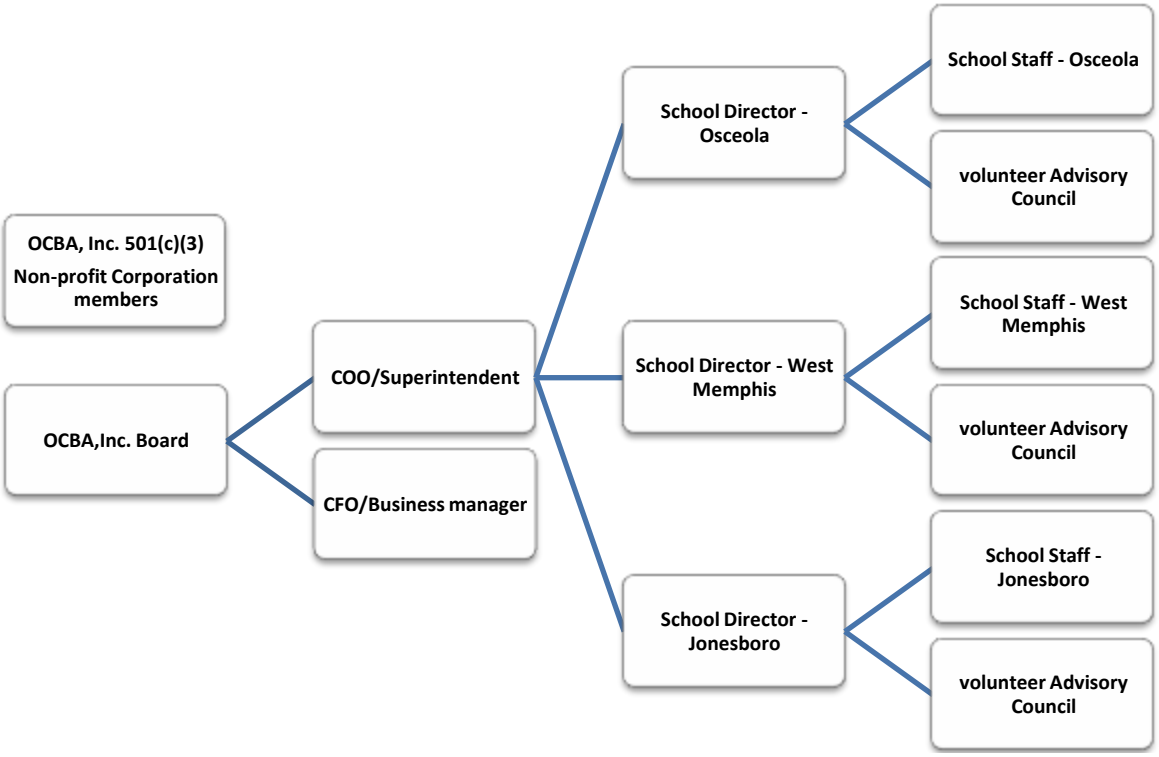
The Diploma School Board Policies regarding its policies. Responsibilities of the Board and school director

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and are reviewed and approved by the Board each year.

The Diploma School system will have a Chief Operating Officer, COO that is similar to a district superintendant, and a Chief Financial Officer, CFO that is similar to a

District Business Manager. The School's Director, similar to a school principal will run the day to day operations of the school.

The Diploma School Organizational Chart



(1) The CFO, serving as the school's business manager, will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under $10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board.

The CFO will prepare the monthly statements of finances and present them to the Board for approval. The CFO and School Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

(2) The School Director will be responsible for student discipline and will oversee all disciplinary issues related to rules and regulations that are laid out in the student handbook. Per policy, if the Director wishes to suspend a student for longer than 10 days, the Director must seek approval by the Board for expulsion. The school board will approve a student handbook, based upon the ASBA model policies, that includes a section on student discipline. The school director will ensure that the rules and regulations are carried out and adhered to accordingly.

(3) The School Director and COO will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

(4) The COO will recommend a School Director to the Board whether to hire, renew, not renew and terminate. The Board will vote to hire, renew, not renew and terminate the school COO and CFO.

3. B*. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process*.

Pursuant to the OCBA, Inc bylaws, the Board members serve two-year terms of office and are elected by the Corporation members at the annual meeting in September. A copy of the OCBA, Inc. bylaws are posted and linked on the Diploma School website.

School leadership's accountable to parents

C. *Explain how and to what extent the school's leadership is accountable to parents*.

The school will publish and annual report and hold annual public meetings to discuss policies, programs and goals and provide opportunities for questions and suggestions. Details of the public meeting are listed in Standard 10 of this application.

Should the school have an accredited-probationary status, the school will publish this status immediately after the determination by SBE on the school website and in the local newspaper for two consecutive weeks or as determined by state law.

The Board shall also publish the school annual performance report card in the local newspaper.

Should the school use a teacher who is not highly qualified; the school will give written notice to the parents or students of that teacher.

The school schedules two parent-teacher conferences per calendar year. The school shall adopt a policy requiring teachers to communicate with parent(s) or guardian(s) of students or the students themselves to discuss the student's progress and requiring more frequent communication with parent(s) or guardian(s) or students not performing at the level expected for their grade and their timeline toward graduation.

Pursuant to state law, all Board actions are accountable under Freedom of Information. The Board meetings are open to the public. The monthly meetings are announced on the school website. The Board minutes are posted on the school website. The Board policies detail the protocol for public comment at the meetings.

4. *Give the mission statement for the proposed open-enrollment public charter school*.

The primary mission of the Diploma School is to graduate 100% of our students graduate using the US Department of Education's adjusted cohort formula. The targeted students are disconnected youth who have already left school or are not on track to graduate within four years.

The Diploma School will:

(1) provide a very safe environment for its students. Using the "Civility Project" philosophy, students and staff abide by the 25 Rules of Considerate Conduct with a goal that there are no arguments, fights, disagreements, suspension, expulsions at school and ensure that the school is a pleasant place to be,

(2) provide a school that will increase the graduation rate of the youth in the area. Raising the percentage of high school graduates in the area will improve conditions for economic growth. Enrolling the disconnected students will benefit the area school districts because these students will be removed from the denominator in their 9th and 10th grade adjusted cohort graduation formula,

(3) increase the number of young people in the area with post secondary school and/or skills training. While a student at the Diploma Schools, students enroll in skills training at secondary centers and/or take concurrent credit college classes,

(4) strive for all graduates to pass college entrance tests, such as COMPASS, ASSET and ACT, or complete all college remediation courses and state mandated assessments

(5) increase the number of young people employed. While taking classes, students are encouraged to work a paying job, or youth apprenticeship or internship,

(5) provide a true community school with community partners. The community partners will be an integral component for success by offering assistance and/or mentoring to the students, and

(7) serve as a model to be copied across the state as either open-enrollment or conversion charter schools. Seeing the success of Diploma School will encourage other communities to embrace this model.

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5. *Describe the educational need for the school.*

Description of educational needs

Arkansas schools enrolled about 36,000 students per grade level, but only about 27,000 students will graduate each year.

And of those graduating, a majority of them need college remediation

According to ADHE, 52% of first time enrollees in Arkansas public colleges and universities need remedial classes.

Duplicating our model

Pursuant to our 2007 OCABS Charter with the SBE, OCBA, Inc. promised to make our school a model for duplication across the state. OCBA, Inc. would also like to see several conversion or open-enrollment charters, designed like the Diploma School, across Arkansas.

In June 2011, OCBA, Inc. submitted 19 letters of intent to ADE for open-enrollment public schools based upon the OCABS Twilight School model. The schools will be called Diploma Schools. The number has been pared down to three based upon the response from the communities.

The original concept for this type of school was to be a conversion charter school. In 2003, two Osceola School District board members discussed the idea of a charter school to serve out of school or disconnected youth. The members presented the idea to other board members during the next two years hoping the Osceola District would research the idea for this type of conversion charter school. The idea never came to fruition because of the district's administrators' concerns. These concerns include the following:

- Assuming that the out of school youth are weaker test takers, how would an influx of these students impact a district's AYP?
- Assuming that the out of school youth are trouble makers, how would their presence affect school discipline?
- Assuming that the out of school youth are older and have more "life experiences", how would parents of the traditional students feel about these students sitting in the classroom with their children?
- Concerning funding, several federal funds are not eligible for students over 18 years old. How would this funding source be made up?
- Noting that these types of students miss a lot of school days, how would their absenteeism affect the district's attendance rate?
- Considering the age of the out of school youth, how could the student handbook policies apply?
- Considering the energy that the staff would have to give to these students, how would such of a drain affect the already overburdened teachers?
- Considering that Osceola School district already had one conversion charter school, would adding another conversion charter cause confusion?

OCBA, Inc, considered these concerns when designing the OCABS school. OCBA, Inc.

remains dedicated to developing a model that addresses and eases these concerns. The most successful study, the Twilight "Full set of night classes or Twilight classes scheduled in six-week sessions" created a model that can be duplicated on most high school campuses across the state. In early 2010, OCBA, Inc. discussed requesting a license from ADE to copy or franchise the school. OCBA, Inc. also considered hosting seminars for school district representatives to explain how a conversion Diploma School-type school could work on their high school campuses.

Truth or Myth? Is there a dropout crisis throughout America? Does the high school graduation rate impact a community's economic development?

National Public Radio, NPR has a new 5-part series of reports dedicated to addressing how the increasing number of young Americans without high school diplomas negatively impacts our nation and its economy. Our website, www.diplomaschool.org has a link to this series. Our website also has links to the national research used in this application.

Valid and reliable data that substantiates the need.

In 2006, the American Youth Policy Forum conducted a study on Out of School Youth, another name for the targeted youth. The study lists the following national statistics.

- The average reading level of school dropouts, nationwide, is 4th grade.
- An estimated 3.8 million youth, ages 18-24 are not employed or in school, that is 15% of all youth
- The rate of students dropping out between 9th and 10th grades continues to climb beyond that of other grades.
- African Americans have a graduation rate of 50%, the lowest of any ethnic group.
- High school students from low income families (the lowest 20%) drop out at six times the rate of their peers from higher-income families. US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2004* (9)
- Dropouts are 3.5 times more likely to be incarcerated in their lifetime.
- 90% of the 11,000 youth in adult detention have no more than a 9th grade education.
- A high school diploma is more valuable now than ever—the earning power of dropouts has been in continuous decline over the past three decades.
- The U.S. death rate for persons with fewer than 12 years of education is 2.5 times higher than for those with 13 or more years of education
- The U.S. would save $41.8 billion in health care cost if the 600,000 young people, who drop out each year, where to complete one additional year of education.

- If only 1/3 of high school dropouts were to earn a diploma, federal savings in reduced costs in food stamps, housing assistance and Temporary Assistance for Needy Families would amount to $10.8 billion annually.
- Increasing the high school completion rate by 1% for men ages 20-60 would save the U.S. $1.4 billion annually in reduced costs associated with crime.
- The national statistics show that every nine seconds a student becomes a dropout.

Source: American Youth Policy Forum, research by Nancy Martin and Samuel Halperin

Whatever It Takes: How 12 Communities Are Reconnecting Out-of-School Youth

The researchers stated, "While charter schools evoke passionate, often negative, reactions in many educational circles, their flexibility and adaptability make them increasingly popular among nonprofit, community-based organizations dedicated to reconnecting out-of-school youth to the mainstream. Many secondary schools serving out-of-school youth have obtained charters, not only to gain access to state education funding, but, more fundamentally, because they believe that public education dollars should serve all young people, including those who have not been successful in traditional schools. They believe that many traditional schools have failed these youth and that the state has a moral obligation to fulfill its promise to educate all of the nation's young people."

"Dropout reconnection is not rocket science." "Dropout recovery is hard often frustrating, work, more perspiration than inspiration., At its core, it is a matter of moral and political will, an insistent commitment to do whatever it takes to the job done—and done right." This quote was made by Ann Higdon, the President of the ISUS charter school featured in the study.

The Diploma School will address an under-rated American dilemma that, to an alarming degree, threatens social stability, weakens our economy, and diminishes the lives of millions of our fellow Americans—and our own. Dropouts represent an unacceptable loss of life and opportunity both for young people and the nation. The Diploma School wishes to charter a new path for our young people, while generating a newly found empathy for this largely overlooked population of young people.

National Association of State Directors of Career Technical Education

In 2007, the National Association of State Directors of Career Technical Education met in a consortium to identify the new national focus and direction of career education. The Diploma School aligns with the directions: 1) Preparation on academic and technical

preparation, and 2) increase emphasis on achievement of degree, certification or credential. The Diploma School will provide more time and more support. The Diploma School will provide more time through 1) an extended day, 2) a year-round program and 3) a additional years of schooling for students who have left school or not on track to graduate within four years. The Diploma School offers support for learning to the students through its hallmark cooperative support component.

The *World is Flat* by Thomas Friedman, refers to the attention that is needed to fill the skills gap in American education. The Diploma School will provide a skills gap that currently exists in the traditional educational system as well as the community as a whole.

How Two of the Communities are reaching the Disconnected Youth

ISUS, Improved Solutions for Urban Systems

In Dayton, OH, a program called ISUS, Improved Solutions for Urban Systems, http://isusinc.com, was founded by Ann Higdon. "ISUS students may have been underachiever, dropouts and even court-involved, with odds clearly stacked against them." However at ISUS, these students become transcenders, people who rise against all odds. ISUS was the first organization in Dayton to offer returning dropouts a chance to earn a high school diploma (instead of a GED) and acquire college credit, certification and work experience while they finished high school." Ann Higdon is considered a social entrepreneur. She responds to that classification by saying, "Social entrepreneur create possibilities for getting society unstuck. They inspire confidence in people and engage them in the process of creating new realities for themselves and their communities."

Daylight/Twilight High School, DTHS

Trenton has a high school program called Daylight/Twilight High School, DTHS. It was created "to deal with the long-standing problem of too many kids on the corner…too many kids not finishing school." "DTHS offers a flexible, shortened school day, with an option of three four-hour shifts (7:30-11:30 am, 11:30-3:30 pm, or 3:30-7:30 pm)." Its Principal William Tracy, "believes that DTHS students are basically good kids who have been damaged by poverty and poor schooling". He said, "…that his students ought to have additional opportunities to build structure and discipline into their lives and to experience the feeling of success earned through hard work."

“DTHS students arrive with deeply entrenched behaviors and very negative attitudes toward school. The gradual change in this perception toward a more positive view of education may be the most important indicator of success for the school. The student treat the school‘s physical plant, staff and visitors with respect The school has a very strict code of behavior and rules that students rarely complain about as they come to understand the need for structure in their lives. Administrators report that students come to realize that a standardized behavioral code is conductive to a successful learning environment, and they accept that they have shared responsibility to create a purposeful atmosphere. While many DTHS students have had discipline problems in their previous schools, astoundingly, DTHS has never had a fight and the suspension rate is zero. School administrators proudly point to the fact that the school has no metal detectors and only two security guards for a population of 3,000 across five campuses.”

“A combination of factors—notably Trenton’s relatively small size and school population, the decision to concentrate nearly all its efforts with the school system, and an extremely serious, no-frills approach—distinguish this successful dropout recovery effort. The Trenton program values achievement, readiness to learn, and, above all, student self-discipline—and it works. Although a well-qualified staff is clearly student oriented, its members by and large do not consider themselves surrogate family members. They are on board to see that the education and career preparation of badly disrupted young lives are put back on course, and there is no nonsense in their approach.”

Reference

Source: Martin, N., & Halperin, S. (2006), *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth.* Washington, D.C: American Youth Policy Forum.

This is the same approach that OCABS was created to do and used in its first two years. This is the same approach that the Diploma School will follow. The Diploma School funding will be directed to student achievement using the ACSIP as a tool. The school will collaborate with numerous local agencies and programs to help support and fund the program’s efforts to reconnect with youth. These alliances will also help to broaden the school’s curriculum to better serve the diverse needs of its students, train additional student interns, and personalize the professional development of the school staff.

2011 American Policy Youth Forum Follow-up Study

The same group, American Youth Policy Forum, conducted a follow up report and published it a couple of months ago. The study outlined efforts that communities could

take to combat the chronic problems leading to high school dropouts. OCBA, Inc. members are proud that the work done through OCABS in its first two years has been in step with the key considerations discussed in this study and presented here.

Key Considerations for Serving Disconnected Youth, July 2011.
http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf

"This paper provides a description of the youth population that is disconnected from education and the workforce and describes a set of key considerations for improving outcomes for this population. Programmatic examples that demonstrate how effective supports for youth look in practice are discussed. The paper concludes with policy recommendations for serving youth at the federal, state and local levels

The following key considerations are examined:

- 1) Engaging disconnected youth on a trajectory to graduation and beyond requires the use of data to understand student needs and to inform the creation of multiple options matched to these needs.
- 2) Educational pathways for disconnected youth must ensure that learning is relevant to careers, academically rigorous and adaptive to individual students.

3) Cross-sector collaboration and resource-sharing is essential to building and sustaining the network of services that support disconnected youth

Introduction

Nearly all jobs in the emerging economy in the U.S. will require youth to earn both a high school diploma and some type of a postsecondary credential to develop the appropriate skills and training for family-sustaining employment. In order to move disconnected youth along the path toward high school graduation and postsecondary training, a comprehensive system of supports that extends beyond just academics is necessary. The process of developing the knowledge, skills, abilities and personal resources required for success is complex, and the path will be different for each young person as they navigate the interrelated systems that provide opportunities for learning and growth. Policymakers and community members must be committed to a vision of serving this population by aligning resources to support young people as they access opportunities across these systems. The education and training opportunities available must reflect the needs of a community's youth population, with a range of providers offering learning options matched to these needs.

According to a new report by the EPE Research Center, our nation's public schools had a graduation rate of 72% in 2008, meaning that nearly 3 out of every 10 students failed to earn a diploma. Many students who drop out of school remain persistently disconnected from both education and productive employment. One study conducted by Andrew Sum of Northeastern University has found that the average number of 16-24 year olds disconnected from both school and work at a given point in time is, 5.2 million, or 16.4% of all youth. The picture becomes increasingly dire when we consider the data by socioeconomic group. Youth from low-income families are particularly likely to be disconnected from school and work between the ages of 18 and 24; only 44% of these youth remain connected to either school or the labor market, compared to 67% from middle-income families and 75% from high-income families.

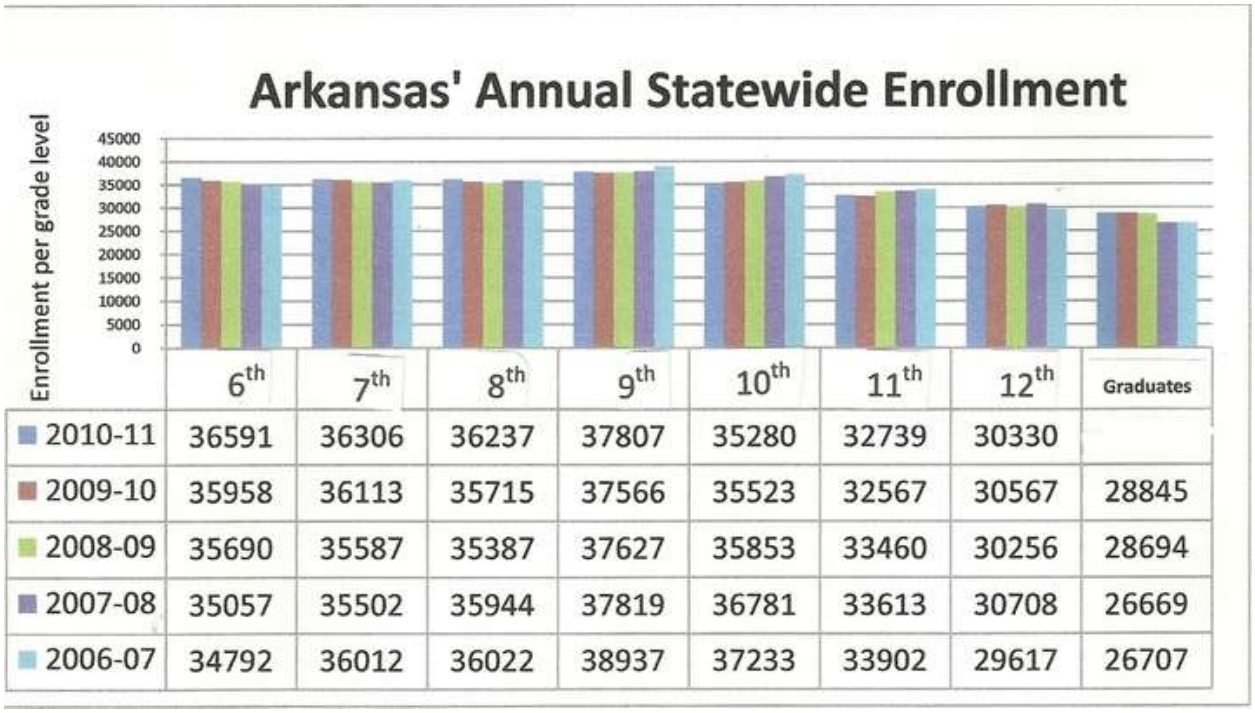
The population described as "disconnected youth" or "out-of-school youth" encompasses a large range of individuals that represent a heterogeneous group. These individuals have differing levels of skills and preparation for academic and career oriented training opportunities and are often faced with multiple obstacles to being prepared for the job market. The disconnected youth population includes young people who might be over-age and under-credited for high school graduation, have insufficient academic skill levels to complete credits necessary for graduation, have been involved with the criminal justice system, or have financial obligations that require them to work."

How does Arkansas rate?

According to Edweek, 11,405 is the number of non-graduates for Arkansas' class of 2011. Source: http://www.edweek.org/media/v30-34analysis-circlechart-c3.pdf

According to the ADE Data Center, 28,845 seniors graduated from Arkansas schools in May 2010. But this class started out with 38,937 classmates in their freshmen year. This number fell in their 10th grade year to 36,781, to 33,460 in their junior year. They had 30,567 classmates in the start of their senior year.

How is our Arkansas economy affected when these young people do not graduate from high school?



	6th	7th	8th	9th	10th	11th	12th	Graduates
2010-11	36591	36306	36237	37807	35280	32739	30330	
2009-10	35958	36113	35715	37566	35523	32567	30567	28845
2008-09	35690	35587	35387	37627	35853	33460	30256	28694
2007-08	35057	35502	35944	37819	36781	33613	30708	26669
2006-07	34792	36012	36022	38937	37233	33902	29617	26707

Educational need based upon OCABS Research

Out of School Forum – Summer 2007

In a series of local meetings, a number of issues that face out-of-school youth were discussed. At a meeting on July 30, 2007, hosted by the Chamber of Commerce President in Osceola, the attendees listed their ideas as to the obstacles that face these youth. The attendees at this meeting included: a state senator, a state representative, a circuit judge, a family service advocate, an investigator, two Mid-South Health system representatives, Juvenile court intake officer, two officers from the Osceola Police Department, a prison warden, two school board members, two GED teachers, a school principal, an EOC Outreach worker. The forum participants formulated lists of obstacles that the youth faced. Then the participants grouped the obstacles in categories listed here:

Obstacle 1: Physical restraints

- Chronic illness
- Having children of their own
- Homelessness or highly mobile

Obstacle 2: Educational barriers

- Learning disabilities that have not been adequately addressed in the past
- Transferring excessively between schools in the past
- Behind graduation credits more than their peers.

Obstacle 3: Financial problems

- Need to work and earn money.
- The economy has affected them more than their peers.

Obstacle 4: Societal and emotional handicaps

- Court involved.
- Orphaned by death of parent
- Have or have had a parent incarcerated
- Abandonment issues.
- Low self-esteem.
- Drug or alcohol abuse.
- Has mental health disorders
- Has ADD or ADHD

The forum also discussed various agencies and how each can offer support. These agencies include but were not limited to Mid-South Health, Arkansas Counseling, Families, Inc., the Mississippi County Juvenile probation office, the Mississippi County Health Department, Mississippi County Drug Task Force, the Osceola/South Mississippi County Chamber of Commerce and Arkansas Northeastern College. These agencies became the partners in the **Cooperative Support Component.**

OCABS Studies: The Research Data, Analysis and Results

In the first round of studies conducted over three-year period, 2008 - 2010 at OCABS, the outcomes were identified for the optimum methods (schedule design, teacher characteristics, modeling for duplication) for educating our targeted youth and targeted youth across the state,

Pursuant to OCABS 2007 Charter, OCBA, Inc. conducted research studies on the targeted students according to categories of obstacles hampering them earning their high school diploma. The six studies with the following variables:

- length of time for each session (18 week, 9 week, 6 week, 2 week, etc.)
- configuration of the daily schedule (2 hour blocks, 90 and 50 minute periods, etc.)
- year-round calendar (longer Christmas break, two-week summer camp, early start date, one-week Step Weeks, 2-week Step Weeks, required tutoring sessions, etc.)
- the attributes of the instructors (traditional certified, non-traditional, teacher permitted, college instructor, part time, full time, adjunct, etc)
- method of delivery of the education (textbook, video book, virtual, etc)

Series of studies

OCBA, Inc. conducted a series of studies using the following variables.

1) 75% of their classes are taken through concurrent credit at ANC
2) Nine-week long sessions

3) Two-week sessions
4) Six-week long sessions
5) Flex sessions using the week long breaks
6) Full set of night classes, or Twilight classes, scheduled in six-week sessions and using step-weeks in between. Six-week sessions with 1 and 2 week long condensed step-weeks. Eleventh Grade English and courses with EOC are offered only during six-week sessions that overlap the test dates. Encourage at least 20 hours per week of paid employment. Goal of 25% of coursework completed by concurrent credit.

In each of the studies, OCBA, Inc. conducted the research using students from each category of obstacles. Both experimental groups of targeted students as well as control groups of targeted students were used. From the studies, less than 20% of the control group students were successful at overcoming their obstacles and completing their coursework. About 50% of the experimental group students were successful in four of our studies. But the most promising study was the study known as, "Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between". In this study 90% of the experimental group students were successful at overcoming their particular obstacle.

From this most promising model, OCBA, Inc designed the Diploma School concept.

One of many Success stories

The best way to explain how OCBA, Inc. met the educational needs of targeted students is to share success stories. In the 2010 graduating class, about 2/3 of the graduates were targeted students. Their stories are inspirational. One of the boys in the graduating class was harshly abused by his birth mother. He was adopted by a loving couple but never recovered from the abuse. He enrolled at our school after being kicked out of a high school for inappropriate behavior. As with all the targeted students, prior to starting classes with us, we made an appointment for him with the TRIO counselor at our local community college to take the COMPASS test and set educational goals. This COMPASS test assessed his reading, writing and math levels of college preparedness. The results also let us know if we could and should enroll him in concurrent credit college classes. Also from the COMPASS test results, we determined that he needed further assessment so we tested him using the TABE adult literacy test. The TABE helped us evaluate his math, reading and literacy grade levels. We found that he was performing on grade level for literacy but three grade levels behind in math. We also knew that we needed to build his confidence and self esteem. We scheduled him in a combination of concurrent credit classes, our high school night classes, our Extra Learning on-line remediation and math tutoring. He was successful

at pulling up his math level and was happy at our school. He became popular with his fellow students and was elected class officer. Currently, he has married, is working, has a new baby and plans to start college later.

There are dozens more testimonials about the students and what the school had done for them. These are stories of students who had been abused or expelled but found a home and happiness on our campus. Our school became a place where students who are misfits, outcasts or have been bullied at other schools find a safe place to learn with the reputation is “it’s a kind, quiet, safe and caring place to be”. The Twilight School was particularly popular because it allows students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a “fall semester” class and a “spring semester” class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

“Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between”

To better explain, please refer to the Educational Program section where some specifics are explained about the schedule that showed the greatest success in our studies. We refer to this as a “Full set of night classes scheduled in six-week sessions”.

The Twilight School was particularly popular because it allowed students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a “fall semester” class and a “spring semester” class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

Twilight Schedule

The classes were taught in the evenings, Monday through Friday. The first Twilight period is 5:00 – 7:15 with a 15 minute break. The second period is 7:30 – 9:45, also with a 15 minute break. The sessions or terms are six weeks long. A Twilight student earns a half credit per period. If he or she takes classes in both periods, he or she is counted as a 2/3 FTE student. If he or she takes just one period, he or she is counted as a 1/3 FTE. These sessions or terms are repeated seven times year round.

Our research interviews show that the targeted youth feel guilty for not succeeding in school. They feel that if they had done differently they would have succeeded. But in reality, the root cause of their failure was not always of their doing. More times than not, the relocation of their family during the semester, or an acute illness during the semester or a parent's financial problem during the semester or general lack of stability was the culprit. In Twilight night school design with the six-week sessions, the youth can have "mini" successes every six weeks. These "mini" successes build a targeted youth's confidence. Also when a targeted student must leave school for a period of time (to tend to a family member, take care of family business, train for work, relocate with another relative or go on maternity leave), they are withdrawn from APSCN. Then when a new six week session starts and they are able to come back, they are simply reenrolled in APSCN.

The community college's concurrent credit classes are also a popular component of the Twilight School. Every targeted Twilight students takes the COMPASS test and we strive to place them into college classes, at our local community college as soon and they are ready. In addition to evening classes, we enroll students in the daytime Secondary Skills Center taking courses such as welding class, automotive, medical professions, criminal justice, advanced manufacturing, renewable energy, teaching and STEM. These secondary center classes are held every for 1 ½ hours a day. In addition to class work, we arrange internships and/or part time jobs for our students.

Regarding the EOCs and literacy exams, our students are required to take the mandated tests. We make sure that our targeted students, when they enroll, understand this as a requirement. In the Twilight class calendar, the only time we teach classes such as Algebra I, Algebra B, Geometry, Biology and Junior English are during the same span of time that the EOC and other mandated tests are scheduled. For example, we may only offer junior English during the Twilight session that overlaps the month of March.

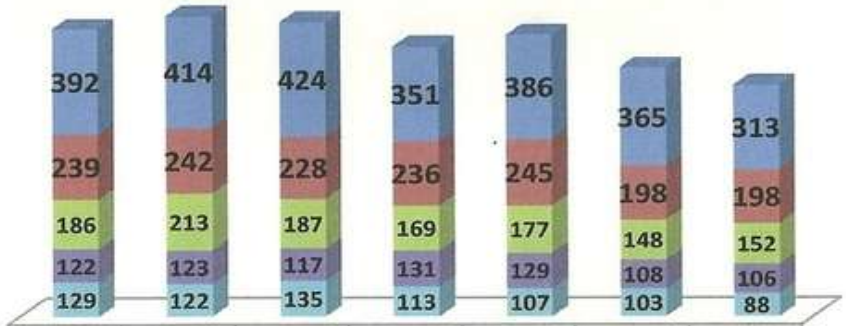
Dropping Out of our District Schools

The following is ADE Data Center enrollment data from Arkansas school districts where we are requesting to open Diploma Schools. The shrinkage of enrollment throughout the years is evident. These charts are posted on our website with a link to the ADE Data Center.

Jonesboro Area Schools

Loss of about 200 students or 20% per graduating class

2010-11 School Year. Student enrollment per grade level. Source ADE website: http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100

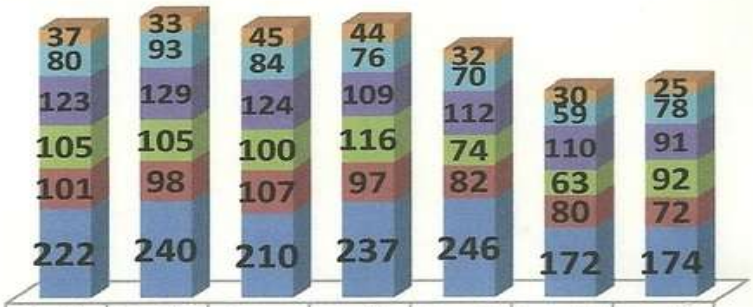


	6th	7th	8th	9th	10th	11th	12th
Jonesboro Schools	392	414	424	351	386	365	313
Nettleton Schools	239	242	228	236	245	198	198
Valley View Schools	186	213	187	169	177	148	152
Westside Schools	122	123	117	131	129	108	106
Brookland Schools	129	122	135	113	107	103	88

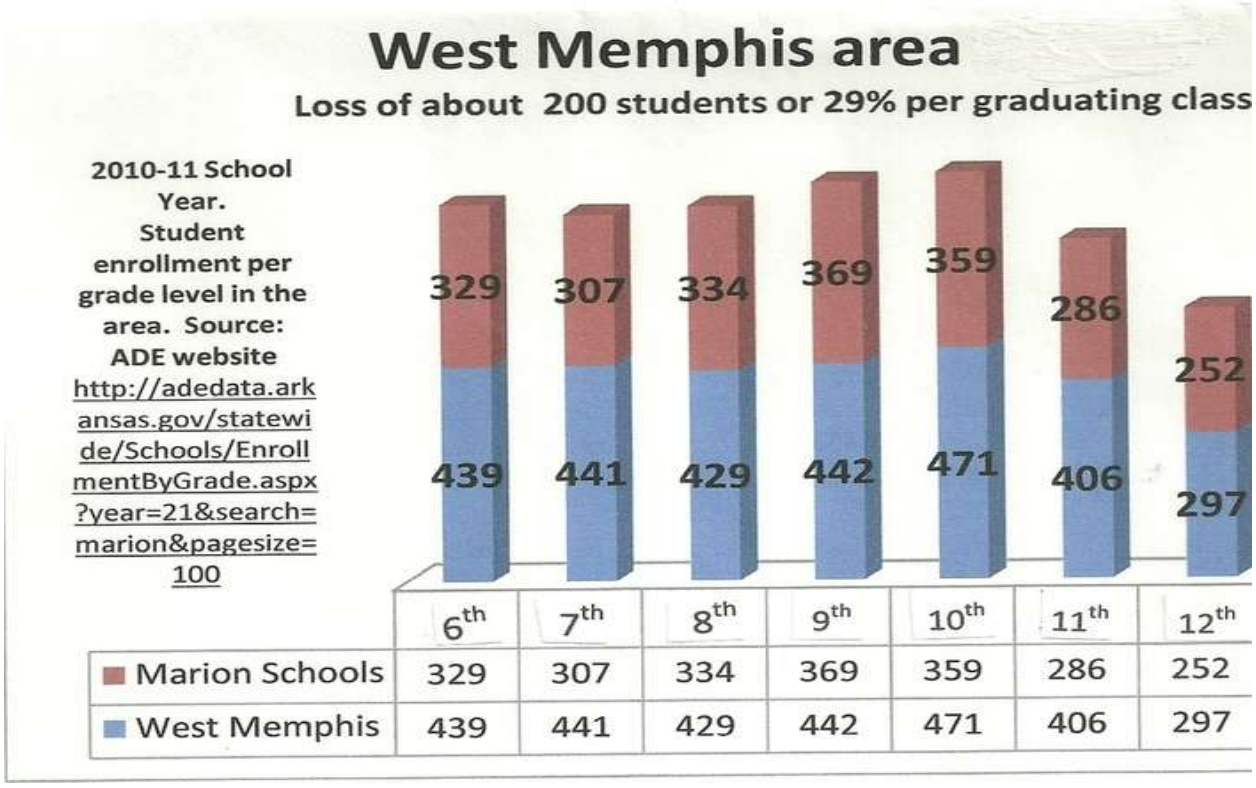
Mississippi County Schools

Loss of about 130 students or 20% per graduating class

2010-11 School Year. Student enrollment per grade level. Source: ADE websitehttp://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=blytheville&pagesize=100



	6th	7th	8th	9th	10th	11th	12th
Amorel Schools	37	33	45	44	32	30	25
Manila Schools	80	93	84	76	70	59	78
Gosnell Schools	123	129	124	109	112	110	91
South MS County	105	105	100	116	74	63	92
Osceola Schools	101	98	107	97	82	80	72
Blytheville Schools	222	240	210	237	246	172	174



6. *Describe the educational program to be offered by the public charter school*.

Hallmark of The Diploma School

The Diploma School maneuvers around the obstacles that hinder the disconnected, targeted youth from finishing high school within four years. The Diploma School organizers formulated the components of the educational program around the research that supports this undertaking. A hallmark of the Diploma School is its year-round calendar and condensed, night class-schedule. With this educational format, students can focus on the gaps in their transcripts that hamper their success in the traditional high school. Students can earn up to three half-unit credits in just six weeks and up to 20 half credits in one calendar year. This scheduling allows the student to catch up on his/her credits and graduate quicker.

Educational foundation for the school.

The Diploma School will use its ACSIP plan as the tool to keep it focused on student success. The school will submit its ACSIP by deadline determined by ADE.

What makes The Diploma School Different? Specific rationale for waiver request to enhance and expand the educational options

Unprecedented Discipline and student conduct

- Lower discipline issues than traditional school.
- The students are treated like adults.
- Excellent conduct due to our Choosing Civility character education

Use creative calendar and bell schedule to help students overcome obstacles

- Students who are 18 or older can attend school as 1/3 FTE or 2/3 FTE or full time students depending upon their academic goals
- High school classes are taught mostly in the evenings between 3:00 and 10:00.

100% of our students will graduate

- Students can earn up to 20 one-half credit classes or ten full units in one year
- Diplomas awarded in May, in July and in December every year.

Innovative methods of delivering high school coursework

- Utilize blended, digital learning such as, I-School programming and technology, APEX, Extra Learning, AVHS, Flipped classroom pre-recorded vodcasts or videos.
- May operate branch classrooms and tutoring centers to better reach the disconnected students around the area. These branches could be equipped with the vodcasting and compressed video equipment. If a branch location is desired, the Board will request ADE Charter School office's approval. The branch must meet all provisions of Section 16 of this application. SBE will delegate to the Charter School office the approval of such branch location.
- Develop curriculum videos/vodcasts such as the flipped classroom
- Share these vodcast available on our website so other schools, teachers and parents can benefit from our videos.
- Continue to research and find the most successful practices to move the focus from teaching to learning in the most effective and efficient manner for these targeted youth.
- Offer credit recovery and grade forgiveness on the student's transcript.

Skills training and college preparedness is a focus

- The Diploma School pays the tuition, books and fees for Diploma School students' concurrent enrollment college credit courses.
- Concurrent college credit classes count toward the students' graduation requirements per the attached matrix.
- Award weighted credit for concurrent credit classes, similar to AP and IB classes that the student claims for core course graduation requirement(s).
- Students sit for college placement tests, such as COPMASS upon enrolling at the Diploma School and are placed in concurrent enrollment credit classes as soon as possible.
- Students' schedules are tailored around area secondary centers for skills training
- Students are offered "work education", Youth Apprenticeships, internships and paying jobs

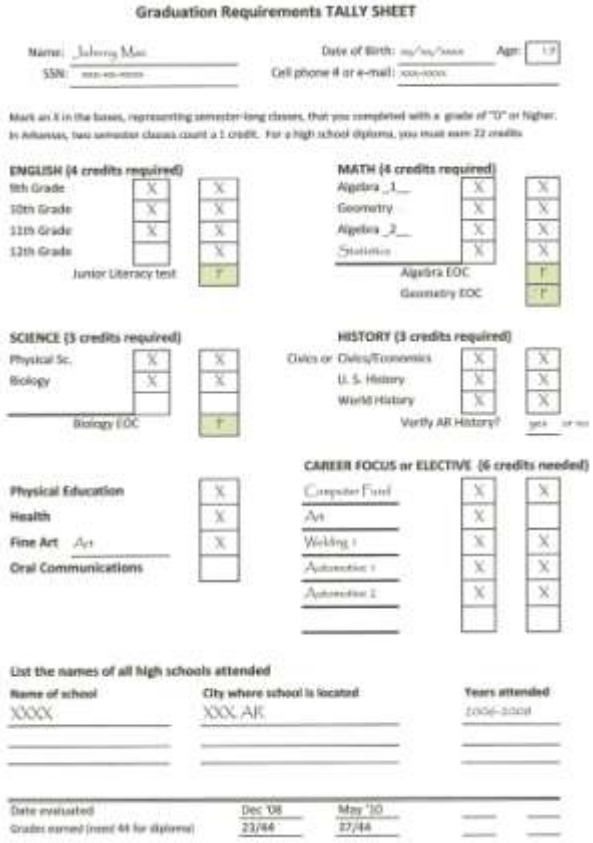
Foundational educational philosophy and curricular and instructional strategies

Presented on these two pages is actual data from students' transcripts. Potential students, when visiting OCABS the first time, helped the staff complete their graduation requirements' "tally sheet". The exercise helped them understand the amount of coursework he/she needed to complete to earn a high school diploma. The names of the students have been changed to protect their privacy.

These tally sheets are presented to help explain the irregular gaps that many targeted students have in their transcripts. The tally sheets also show the small amount of coursework that needs to be completed. The Diploma School will offer courses in six-week terms. The students can earn up to three credits per term. This scheduling allows the student to graduate in the shortest amount of time.

Examples of scheduling strategies
Both "Johnny" and "Angie" tested high enough on their COMPASS test to immediately begin taking college freshman level English Composition. They could complete their English requirement by taking the concurrent enrollment college credit class at the local community college. "Johnny" could complete his career focus requirements in the secondary center Welding II course. "Angie" could earn her Algebra and fourth year math credits through the Diploma School's night classes.

Visit the Diploma School's website, www.diplomaschool.org for more student stories.



Graduation Requirements TALLY SHEET

Name: Johnny Mac | Date of Birth: mm/dd/yyyy | Age: 17
SSN: xxx-xx-xxxx | Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)			MATH (4 credits required)		
9th Grade	X	X	Algebra _1__	X	X
10th Grade	X	X	Geometry	X	X
11th Grade	X	X	Algebra _2__	X	X
12th Grade		X	Statistics	X	X
Junior Literacy test		?	Algebra EOC		?
			Geometry EOC		?

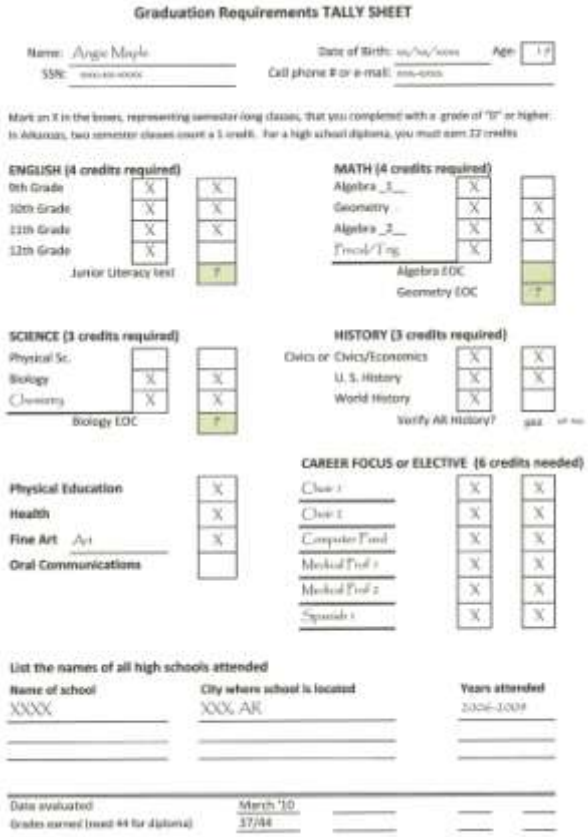
SCIENCE (3 credits required)			HISTORY (3 credits required)		
Physical Sc.	X	X	Civics or Civics/Economics	X	X
Biology	X	X	U. S. History	X	X
			World History	X	X
Biology EOC		?	Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education	X	Computer Fund	X	X
Health	X	Art	X	
Fine Art Art	X	Welding I	X	X
Oral Communications		Automotive I	X	X
		Automotive II	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2006-2008

Date evaluated	Dec '08	May '10		
Grades earned (need 44 for diploma)	23/44	27/44		



Graduation Requirements TALLY SHEET

Name: Angie Maple | Date of Birth: mm/dd/yyyy | Age: 17
SSN: xxx-xx-xxxx | Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)			MATH (4 credits required)		
9th Grade	X	X	Algebra _1__	X	
10th Grade	X	X	Geometry	X	X
11th Grade	X	X	Algebra _2__	X	X
12th Grade	X		Trig/Trig	X	
Junior Literacy test		?	Algebra EOC		
			Geometry EOC		?

SCIENCE (3 credits required)			HISTORY (3 credits required)		
Physical Sc.			Civics or Civics/Economics	X	X
Biology	X	X	U. S. History	X	X
Chemistry	X	X	World History	X	
Biology EOC		?	Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education	X	Choir I	X	X
Health	X	Choir II	X	X
Fine Art Art	X	Computer Fund	X	X
Oral Communications		Medical Prof I	X	X
		Medical Prof II	X	X
		Spanish I	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2006-2008

Date evaluated		March '10		
Grades earned (need 44 for diploma)		37/44		

Graduation Requirements TALLY SHEET

Name: Cole Jones Date of Birth: mm/dd/yyyy Age: 19
SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)		
9th Grade	C	C
10th Grade	C	C
11th Grade	C	B
12th Grade	B	B
Junior Literacy test		NA

MATH (4 credits required)		
Algebra _1_	C	C
Geometry	B	B
Algebra _2_	B	A
Algebra EOC		F
Geometry EOC		NA

SCIENCE (3 credits required)		
Physical Sc.	C	C
Biology	C	C
Chemistry	C	A
Biology EOC		NA

HISTORY (3 credits required)		
Civics or Civics/Economics	C	B
U. S. History	C	C
World History	C	
Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education	C	Choir/ PE	A	C
Health	B	FAAL 1	B	C
Fine Art Choir	A	Choir 1	A	B
Oral Communications		Music Hist/Art	C	A
		Fin Family Dev	A	A
		Parts/Child Dev	A	A
		Geography	B	B
		Computer Info	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2005-06
XXXX	XXXX TX	2006-09

Date evaluated	Jan '10			
Grades earned (need 44 for diploma)	40/44			

Graduation Requirements TALLY SHEET

Name: John Gray Date of Birth: mm/dd/yyyy Age: 20
SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher in Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)		
9th Grade	X	X
10th Grade	X	X
11th Grade	X	
12th Grade	X	
Junior Literacy test		

MATH (4 credits required)		
Algebra _A_	X	X
Geometry	X	X
Algebra _B_	X	X
Algebra EOC		X
Geometry EOC		X

SCIENCE (3 credits required)		
Physical Sc.	X	X
Biology	X	X
Chemistry	X	X
Biology EOC		X

HISTORY (3 credits required)		
Civics or Civics/Economics	X	X
U. S. History	X	X
World History	X	X
Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education		Computer 1	X	X
Health	X	Computer 2	X	X
Fine Art		Welding 1	X	X
Oral Communications	X	Welding 2	X	X
		Automotive	X	X
		ROTC	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2007-2008

Date evaluated	May '10			
Grades earned (need 44 for diploma)	38/44			

Graduation Requirements TALLY SHEET

Name: Billy Roberts Date of Birth: mm/dd/yyyy Age: 19
SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher in Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)		
9th Grade	X	X
10th Grade	X	X
11th Grade	X	
12th Grade		
Junior Literacy test		

MATH (4 credits required)		
Algebra _1_	X	X
Geometry	X	X
Algebra _2_	X	X
Trig/Trig	X	
Algebra EOC		A
Geometry EOC		F

SCIENCE (3 credits required)		
Physical Sc.	X	X
Biology	X	X
Biology EOC		F

HISTORY (3 credits required)		
Civics or Civics/Economics	X	X
U. S. History	X	X
World History		
Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education	X	Welding 1	X	X
Health	X	Welding 2	X	X
Fine Art SOFA	X	Welding 3	X	X
Oral Communications		Welding 4		
		Automotive 1	X	X
		Automotive 2		

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2006-2008

Date evaluated	Sept '09	Jan '10		
Grades earned (need 44 for diploma)	26/44	31/44		

Graduation Requirements TALLY SHEET

Name: Dorjelle Holmes Date of Birth: mm/dd/yyyy Age: 19
SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits

ENGLISH (4 credits required)		
9th Grade	C	A
10th Grade	B	D
11th Grade	F	
12th Grade		
Junior Literacy test		

MATH (4 credits required)		
Algebra _A_	B	C
Geometry		D
Algebra _B_	D	
Algebra EOC		
Geometry EOC		

SCIENCE (3 credits required)		
Physical Sc.	B	B
Biology	D	F
Envr. Science	D	
Biology EOC		

HISTORY (3 credits required)		
Civics or Civics/Economics	B	B
U. S. History	C	C
World History		
Verify AR History?	yes	or no

		CAREER FOCUS or ELECTIVE (6 credits needed)		
Physical Education	D	Spanish	C	C
Health	C	Intro to Criminal Justice	C	C
Fine Art		ROTC	A	
Oral Communications		EAST lab	B	B
		ROTC II	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	Part of Fall '06
XXXX ALE School	St Louis, MO	2006-09

Date evaluated	Oct '09			
Grades earned (need 44 for diploma)	27/44			

Teaching and learning strategies to be used.

Flipped classroom or blended digital learning - A Diploma School method of teaching

The flipped classroom or reverse classroom is a model of teaching in which a student's homework is the traditional lecture viewed before the start of a class or outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment. Inquiry-based learning describes a range of philosophical, curricular and pedagogical approaches to teaching. Its core premises include the requirement that learning should be based around student's questions. In this form of instruction, it is proposed that teachers should be viewed as facilitators of learning rather than vessels of knowledge.
A podcast is a series of audio files that can be downloaded from the Internet, often released on some regular schedule. Podcasting is an instructional method in which the classroom teacher creates a vodcast of their classroom lecture on a topic or objective for viewing by students before attending class on that topic.

A vodcast is a podcast that also incorporates video in addition to audio. These are short screen captures of material with narration by an instructor, typically performed on a Tablet PC or SmartBoard. These digital videos can be observed online or downloaded.Vodcasts can capture solutions to example problems, tools and tips on specific concepts, and supplement lecture notes. The teacher may enhance the vodcast with related videos from other sources such as You Tube, How Stuff Work, Khan Academy, Brain Pops, Discovery streaming, etc.

In the Flipped Classroom model, students watch vodcasts before class at home or at the tutoring center or library. That way, class time is spent in engaging hands-on activities and directed problem solving. Students using the Pre-Vodcasting model have been very successful in mastering subjects. All teachers can benefit from Vodcasting their lessons live, and that the Pre-Vodcasting and Flipped Classroom can revolutionize instruction in Math, Science, and Foreign Language.

Mastery approach is intended to bring all students to a pre-established level of mastery on a set of instructional objectives or common core framework. Students are taught to well-defined objectives, formatively assessed, given corrective instruction if needed, and then summatively assessed.

Some of the benefits include:

Students who are absent really never missed a class. They are able to watch a Vodcast and get the essential material that was covered. Though some of the real teacher and classroom interaction is missed this is VERY helpful to the students.

Less time tutoring students after school: Not as much time is spent re-teaching the missed content to the absent students.

An amazing tool when teachers are absent: With pre-recorded lessons, students do not fall behind in the material. On a block schedule, it works to play the recording on the first day and the second day the teacher discusses the information covered in the video.

Lessons going out to the world: The Diploma School will post our vodcasts on the internet. We can reach students, teachers and parents all over the state. Some could be students who were using the vodcasts to help them with their understanding of their coursework. Some teachers can use them to learn how to better teach a particular topic, some teachers can use them with their classes in cases of absences, and teacher can even submit corrections in our presentations.

Source: http://electriceducator.blogspot.com/2010/09/flip-your-classroom-through-reverse.html, http://vodcasting.ning.com/video/the-flipped-classroom, http://www.hulu.com/watch/223158/tedtalks-salman-khan-lets-use-video-to-reinvent-education

Choosing Civility and Student Safety

The primary purpose of any school is to educate students. But the first priority of a school is to ensure student safety. OCABS used the book, "Choosing Civility, the 25 Rules of Considerate Conduct" as the cornerstone of our school safety, student discipline and character development programs. Using this program, we were able to eliminate fights, arguments, suspensions and expulsions. This program works for all age levels.

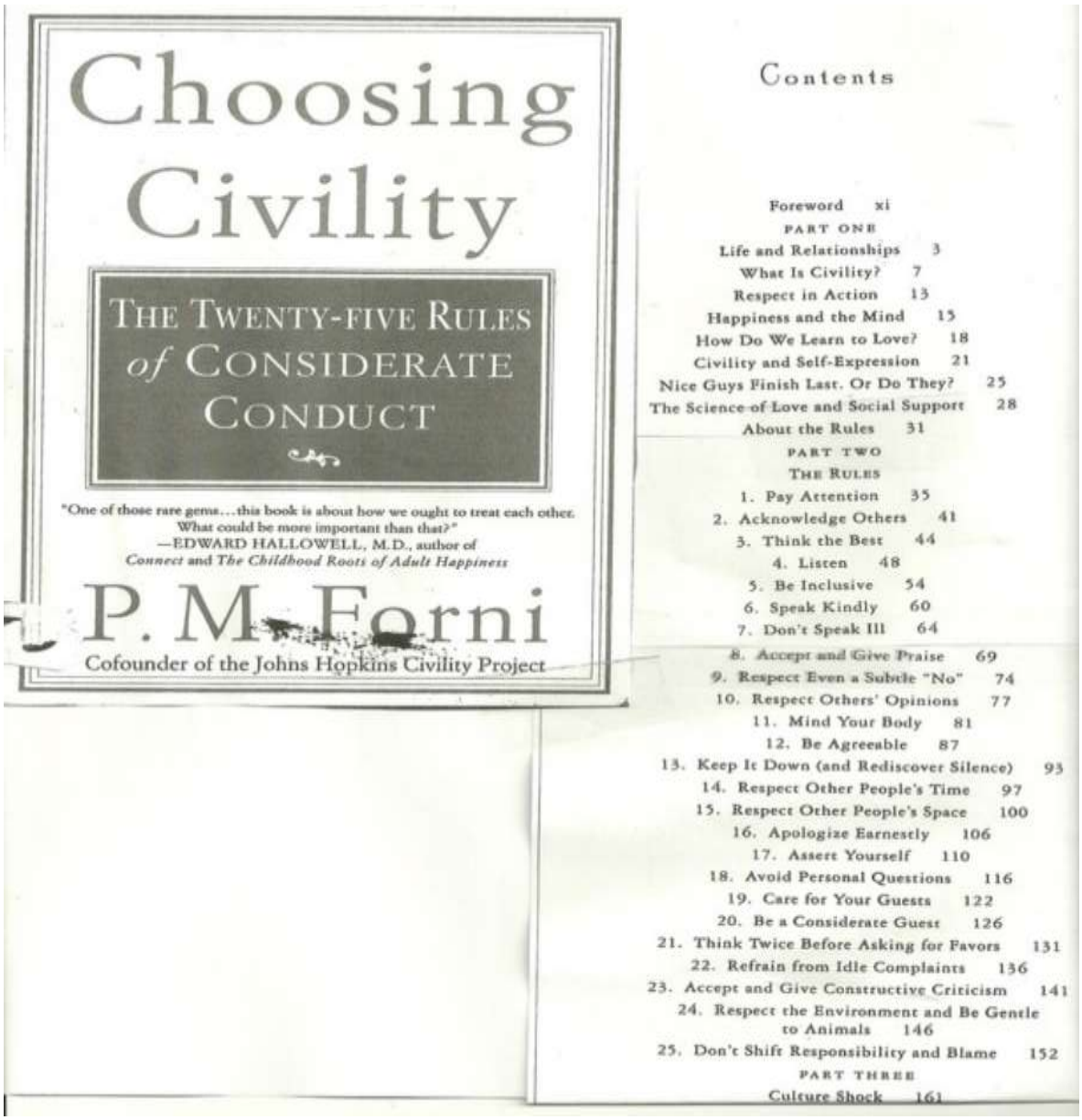
Recalling being surprised by how quickly OCABS became popular, we asked families why they wanted to enroll in our school. They told us that they were first attracted to our school because of our excellent reputation for having firm yet fair discipline, our emphasis on civility, our nurturing staff and our devotion to preparing our students for post secondary work, training and education. They knew that our students did not argue or fight with each other.

We attribute excellent discipline to our character education program that is centered on the "Choosing Civility" book. A copy of the book's cover and a list of the 25 rules are listed below. We provided a copy of the book for each of our families. And when disciplining our students, our staff members refer to the rule that has been broken. Often the student would be required to write an essay about how obeying the rule will make him or her better person.

Additionally, our students were taught to keep eye contact with teachers and staff. We also taught our students to greet visitors with a firm hand shake and introduce themselves.

This book was the subject of a story in the Democrat Gazette on September 20, 2009, written by Greg Harton. Entitled, "Is there some way to reduce rudeness in the 21st century?", Mr. Horton challenged school districts to use this book to tackle rudeness.

We wrote to Mr. Horton and shared with him that our school had been doing as he suggested with great success.



Choosing Civility

THE TWENTY-FIVE RULES *of* CONSIDERATE CONDUCT

"One of those rare gems…this book is about how we ought to treat each other. What could be more important than that?"
—EDWARD HALLOWELL, M.D., author of *Connect* and *The Childhood Roots of Adult Happiness*

P. M. Forni

Cofounder of the Johns Hopkins Civility Project

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Length of school day and year that meets state requirements

The school will operate at least 30 hours per week but the time will be divided over six days, Monday through Saturday. For that reason, the school is asking for a waiver on the six-hour day. The school will operate longer than the traditional school year. Therefore, the school is asking for a waiver on the start date and a waiver on the required the spring break week. Please refer to the calendar and bell schedule attached.

7. *List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period*.

Performance expectations for students and school as a whole

- The Diploma School expects 100% of its students to graduate with the adjusted cohort group.
- The School expects to meet Adequately Yearly Progress, AYP on mandated tests.
- The school desires that 0% of its graduates need college remediation.

Specific goals in Reading, reading comprehension, mathematics, mathematic reasoning

The Diploma School tests all of its students to see if they can score at least a 19 in the reading, math and English portions of the ACT or comparable scores on the COMPASS or ASSET. Students not meeting the cut score(s) will complete and pass the corresponding remedial course work. Doing so, the student would graduate from the Diploma School and enter into college courses without having to take remedial classes. ADHE reported this month that 52% of all first time students in the Arkansas' public universities and colleges had to take remedial classes. The Diploma School will try to ensure that its graduates will not need remediation. The ADHE chart is shown on the next page.

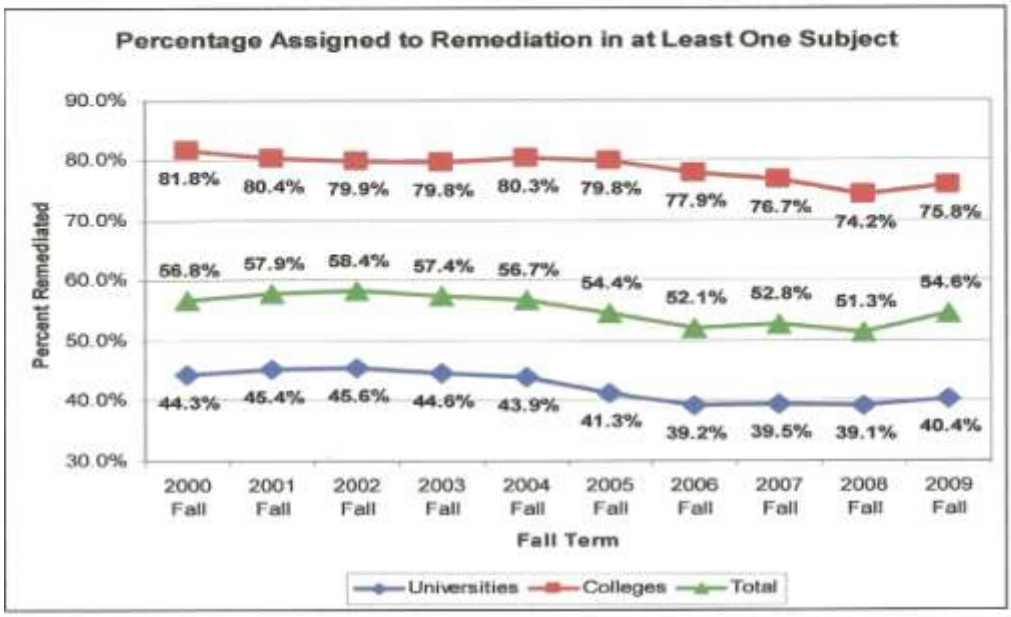
The students can substitute these classes for graduation credit per the Concurrent Credit matrix. Each of these courses can satisfy a half-unit of graduation requirements.

Once the students complete the remediation or if the student scored above the ACT cut score, they are encouraged to enroll in a concurrent enrollment college credit classes. See the concurrent enrollment matrix for the course code transfer credits. Classes with course codes above the remedial prep will satisfy one unit per three hour college course.

Clear, measurable and data-driven goals or ACSIP

The school will create, implement and sustain its Arkansas Comprehensive School Improvement Planning (ACSIP) model annually. This planning and fund distribution design will help school leaders develop a comprehensive school improvement plan. The plan will be used in our applications for federal programs administered by the Arkansas Department of Education, under No Child Left Behind (NCLB), in addition to Student Special Use Funds. The plan will include priorities based on the school's greatest needs. The plan will identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress. The improvement plan will be submitted electronically by October 1st or by the date determined by ADE.

Agenda Item No. 6
Higher Education Coordinating Board
January 30, 2009



- Of the 11,837 students assigned to remediation, 5,260 (44.4 percent) were in the four-year sector and 6,577 (55.6 percent) were in the two-year sector.
- 3,892 of the students assigned to remediation (32.9 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the group of students was in mathematics (77.5 percent), followed by English (12.4 percent) and reading (10.0 percent). 7,945 of the total students remediated (67.1 percent) were placed at the developmental level in two or more subject areas. In addition, 4,323 (36.5 percent) of the total students remediated were placed at the developmental level in all three subjects. More students were remediated in all three subjects (4,323) than in only one subject (3,892).
- Among 4-year universities, of students assigned to remediation, 37.2 percent were assigned to remediation in only one subject, 62.8 percent were assigned to remediation in two or more subjects, and 34.6 percent were assigned to remediation in all three subjects (Attachment 6-1).
- Among 2-year colleges, of students assigned to remediation, 29.4 percent were assigned to remediation in only one subject, 70.6 percent were assigned to remediation in two or more subjects, and 38.1 percent were assigned to remediation in all three subjects (Attachment 6-1).

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Valid and reliable assessment tools for measuring each of the defined goals

The schools shall be responsible for assessing each student's progress to determine mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

The students will take the state mandated tests such as Algebra EOC, Geometry EOC, Biology EOC, Algebra 2 exam, 11th grade Literacy, and any other state mandated tests.

The students will take college entrance exams such as COMPASS, ASSET or ACT when enrolling in the Diploma School.

The school will use other assessments such as Northwest Evaluation Assessment, NWEA.

The school will monitor student with AIPs and ensure that their remediation is completed.

---

8. *Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education*.

Process designed by team for curricular program

The school shall use the ADE curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards. The school will use certified teachers to help;

- create the flipped classroom type video lectures and demonstrations
- develop the lesson plans and pacing guides for the videos
- develop classroom assignments and activities that enhance the video lectures and demonstrations.
- create assessments that measure student mastery

Aligned with AR Curriculum frameworks and Common Core Standards.

The "Flipped Classroom" type videos and supporting classroom assignments will be categorized according to the corresponding ADE framework strand or Common Core cluster.

The Diploma School will use certified teachers to ensure that all the course contents reflect the strands in Arkansas' courses frameworks and that all the frameworks are covered.

Sound and rationale plan and timeline for aligning the curriculum with ADE content standards, benchmarks and performance standards.

During the staff's annual curriculum review and alignment, the staff will verify that all standards, benchmarks and performance standards are addressed in the lesson plans,

pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

Transition to Common core Standards

The Diploma School will transition its curriculum to satisfy the requirements and time frame of the Common Core Standards adoption. The school will make the conversion prior to the 2013 school year or as determined by ADE. The school will convert lessons from the Arkansas Framework strand numbering to Common Core clusters.

---

9. *Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school*.

Impact within the current public education system.

Referring to the districts' enrollment charts in Section 5, Educational needs, the number on the chart represents the disconnected students per grade level. That number multiplied by 4 represents an approximate number of targeted youth in the area between the ages of 18 and 21.

Specific geographic area served by the Diploma School

The map in the attachments shows the geographic area served by the school. Copies of the public meeting letters were sent to the superintendents of the districts. The certified mail receipts for these letters are attached.

Information on school districts within the geographic areas

The bar graph in Section 5, Educational needs, provides data about the loss of enrollments for the districts in the area.

---

10. *Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)*

Annual Progress Report defines the academic progress and how data is measured, analyzed and reported
Documenting student performance data within the timeline required by Standards
And dissemination of the annual report to stakeholders

Section By November 15 or a date determined by state law, the school shall publish an annual report to the public in the local newspaper or in a letter mailed to the parents. The report will detail the school's progress toward goals, accreditation status and proposals to correct deficiencies.

The Board shall hold a public meeting by November 15, or by the date determined by state law, to review and discuss the annual report detailing the school's progress toward goals, accreditation status and proposals to correct deficiencies. Documentation of this meeting may include minutes of the meeting, the agenda including progress toward goals.

Report to the ADE Charter school office

The school will provide a progress report and updated data to the ADE Charter school office by the deadline determined by ADE.

ACSIP
The school shall develop, with appropriate staff and community participation a comprehensive plan. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed with and reviewed by Department annually on or about October 1st. The ACSIP will be viewable to the public through the ADE website or the school's website.

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11. *Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is required by federal court or administrative order, the applicant shall furnish a copy of the order*.

Attract and enroll our student body

A publicly announced and promoted Diploma School promotional campaign will be held during the first two weeks in March to promote enrollment in the school. The Board recognizes the need to engage in an aggressive campaign to reach every potential student. Many sources will be encouraged to provide leads for potential candidates, including but not limited to: the local school districts, the courts, local law enforcement, local churches and employers. Local public high schools will be invited to help reach out to their former students who have left their high schools. Of particular interest are their former students who are going to count against their adjusted cohort graduation rate. The district can improve their own adjusted cohort graduation rate by helping

enroll those students in the Diploma School. Once their disconnected students enroll in the Diploma School, the students will be removed from the denominator in their graduation rate formula.

Enrollment process is open, fair and in accordance with applicable law

Enrollment forms will be made available for completion from March 1-15. The Diploma School will hold an enrollment process that is open, fair and in accordance with applicable law.

Guarantee of a random, anonymous lottery process if more students apply than can be accommodated

If more applicants enroll in the school than are spaces available a public lottery will be held on the first weekday after March 15th to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool.

In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the school before March 15th.

---

12. *Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each*.

Job duties of school director and other key personnel. Outline the professional qualifications required for administrators, teachers, counselors, etc. The staffing plan outlines the types and numbers for administrators and number of positions to be filled at the Diploma School. The salary schedule is attached.

The **COO** will serve part-time as the school's superintendent. The COO must have a bachelor's degree, be experienced with school administration and APSCN's SMS and FMS. Preferably, the COO should have a master's degree and have experience with managing a charter school. The COO will oversee responsibilities such as

Standards of Accreditation
Statewide Information System, SIS
Board relations and policies
Compliance to the Charter
Charter renewal
Long range planning
Quality Management System
AR Governor's Quality Award
Legal issues
Monitor Commissioner's memos
Ensure all ADE reports are filed
Maintain job descriptions

Research and Development
Teacher training
Highly Qualified assurance
NSLA
Food services and nutrition
Liaison with Educational coop
Curriculum and Instruction
Testing and Assessments
Creating Master Schedule in APSCN
Initial and Annual Tier 1 training
Equity compliance report and assurance
ALE Reports & Program description
APSCN Student Management System
Cognos
Triand
APSCN Cycle reports

The **CFO** will serve part-time as the school's business manager. The CFO must have a bachelor's degree, be experienced in school finance and familiar with the financial side of APSCN. Preferably, the CFO should have a master's degree or higher and worked with APSCN's Financial Management System (FMS). The CFO will oversee responsibilities such as

Business manager
ACSIP development and submission
Technology Plans & E-rate
Federal Programs Coordinator
Schedule the Annual Audit
School Budget, Sept 30th
Monthly financial reports
APSCN Financial Cycle reports
Security Policy
Salary schedules
Annual Report by Aug 31
Arkansas Retirement System
State and Public School Employee insurance Program
Procurement and bidding
Statewide Information System, SIS
EDGAR
Equipment inventory
NSLA
Initial and Annual Tier 1 training
Schedule annual audit by year's end
Write grant applications
Work financials with Educational Coop
Promotional events

.

The **School Director** will serve as the campus principal. The School Director must have a bachelor's degree, and preferably, a master's degree. The School Director will oversee the day-to-day operation of the school including

Manage student data
Control student records and transcripts
Control schedules and grades
Report attendance
Set student and staff discipline
Manage staff
Records staff professional development
Offer student activities
Review student handbook
Evaluate transfer students' credits
Set up Parent Center
Arrange building inspections
Conduct safety and fire drills
Ensure compliance with IDEA
Ensure criminal background for staff
Ensure child mistreatment checks
Comply with Special Education
Schedule Parent Teacher Conference
Recruit targeted student
Enroll and retain students
Plan Closing Achievement Gap efforts
Have community involvement
Guide graduation and diplomas
Delegate student functions and activities
Review lesson plans or pacing guides
Recruit and recommend teachers

Evaluate teachers
Observe classrooms
Serve as Instructional leader
Serve as Office of Teacher Quality Repr
Plan Minority Teacher Recruitment
Ensure Parent Involvement Plan
Publish Annual School Performance Re
Purchase goods up to $10,000.

The Diploma School asks for the waiver on teacher certification. But the teachers must meet the highly qualified teacher status requirements.

The Diploma School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE.

The school will use certified teachers as required for its Special Education programs.

The school will consult with certified teachers when creating its blended digital learning.

The professional standard that all employees will be held to:

All staff members will uphold the professional code of ethics and conflict of interest.

---

13. *Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget*.

Business Office and managing fiscal responsibility

The Diploma School system will have a formal business office with the CFO acting as a business manager. The CFO will work with the local education cooperative(s) in composing and preparing the school's annual budget and financial reports for the school board's input and approval. The upcoming year's annual budget will be created and approved by the Board on or prior to September 30 or the date determined by ADE.

Procurement Activities

The Diploma School has a draft of the Purchasing and procurement policy. This policy is available to ADE upon request. The policy includes bidding procedures.

Qualifications of personnel

See Section 12 for the list of requisite qualifications of the CFO.

Annual budget timeline

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that

time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network

Two-year Budget Estimate

The Budget Worksheet has been developed for application purpose. It is formatted to expedite the application process and does not include funds that are not presently guaranteed and does not include one-time grants such as the Charter School Program Implementation grant.

Budgeting for student enrollment

Year One: Enrollment – 150students
Grade levels – 11th grade

Year Two: Enrollment - 200 students
Grade levels – 11th and 12th grades

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The student numbers including addition of students by year and or grade is clearly be defined in the application's budget page.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

Budgeting for Staff

The Diploma School will use mostly adjunct, part time instructors. The rate paid per half-unit course is $1600. The equivalent full time teacher, at seven classes per semester, would earn $22,400 per year. Number of Positions, is stated as the full time equivalent (FTE) of each position.

Fringe Benefits at a minimum include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

14. *Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education*.

Schedule the Audit

The Diploma School's entity, OCBA, Inc. has worked with a Little Rock auditor. Therefore Hudson Cisne will conduct the Diploma School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)221-1000

The audit will be scheduled prior to the start of the new fiscal year.

Information needed to be reported to ADE

The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;

Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
- Bonded & non-bonded Debt,
  - District School Bonds
- Petty Cash,

Investment of Funds
Management of Schools
- Board of Directors
- District Treasurer - Warrants

Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections

Teachers and Employees
- Personnel Policies
- Employment & Assignment
- Teacher's License Requirement
- Contracts
- Certification Requirements
- Fair dismissal Act
- Sick leave policies

Teacher Salaries, the Minimum Foundation
Program Aid Act
Teacher Salary Fund
Trust Funds
Use of Contractors, Improvement Contracts
Use of District M & O Millage

Information reported to the community

The audit will be posted on the school website.

15. *Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself*.

Diploma School organizers are experienced in the required state educational data reporting system, APSCN and met full Standards of Accreditation

The Diploma School will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself. The Diploma School will comply with all state statutory requirements regarding the APSCN educational data reporting system including submitting electronic transcripts.

All funds will be accurately entered and maintained in the APSCN financial database, with donations, state funds, and federal funds separated accordingly.

The Diploma School organizers are experienced with every side of the financial side, FMS and of the student side, SMS of APSCN. The Diploma School organizers completed APSCN Initial, Tier 1 and Tier 2 training in the 2008, 2009 and 2010.

In 2008, the organizers started up the APSCN system for OCABS Charter School, utilizing help from the local educational cooperative. The organizers maintained the OCABS APSCN system for the school's first two years of operation.

In its first two years, OCABS earned full Standards of Accreditation without even a cite. In the second year, the organizers hosted the Standards unit for an on-site review and again earned full Standards of Accreditation without even a cite.

Some of the specific duties regarding establishing and operating APSCN are identified in Section 12, Job Descriptions.

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16. *Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the* proposed charter.

Experience with school facility needs

The Diploma School organizers established and opened the OCABS Charter School in 2008. The organizers prefer a facility, such as a warehouse space, where the school can rent a portion of the space and have plenty of room to expand as needed. The organizers are experienced with erecting walls and building out classroom spaces. The organizers are experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with making a warehouse space IDEA compliant.

Use only space needed with option to expand

The facility is a former retail business that has been vacant for years. The facility layout is a large open store room floor. There is over 12,000 square feet available. We will use volunteers to frame out the classrooms that we need. We pay rent only for the space that we are using. We will be allowed to add classrooms as we increase enrollment.

Maintenance and repair of facility

The owners will maintain the roof, parking lot, building HVAC, lighting and electrical, plumbing and building exterior.

Facilities utilization and Lease Agreement

The ADE supplied form has been completed and is attached. The building owners understand and invite representatives from ADE to visit the site within the next couple of months. The building meets code for the school.

There are no relations with the property owners

There are no relationships with the facility owners and anyone associated with the entity board, or anyone who has been helping to get the school started up, or anyone who has expressed an interest in working for the school if it is approved.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:
(*1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be l*ocated,
There are none.

(2) *Employees of the public school district where the proposed open-enrollment public charter school will be located*,
There are none.

(3) *The eligible entity sponsoring the open-enrol*lment *public charter school, o*r
There are none.

(4) *Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school*.
There are none.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

The school facility already complies with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If during the ADE inspection, a nonconformance is discovered, we will repair or fix the facility to meet the requirement.

The facility's zoning allows usage of this building for a school.

No liquor stores are within 1000 feet of the facility.

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17. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

Conflicts of Interest

There are no conflicts of interest among the individuals involved with this proposed charter school. There are not any family or financial relationship between any of the following.

(A) Any other individual specifically identified by name in Section A of the Application;
There are none.

(B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or

There are no contracts with anyone regarding employment or services at the school should the charter be approved.

(C) The owner(s) of the facilities to be used.

There are none.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:
(1) Receives compensation or benefits directly or indirectly from the entity or individual;
(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or
(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

There are none.

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18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

Under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The Diploma School cannot waive the responsibility of providing services for students with disabilities.

A. Guidance Program

The Diploma School will utilize the counselors and the TRIO staff at the local college to assist the students with long term goals and opportunities.

The Diploma School advisor will maintain the students' permanent records on APSCN and ensure that the students are current in their course requirements and have been coached about college and scholarship opportunities. The advisor will evaluate incoming transfer students' transcripts for assignment of credit. The advisor will evaluate the students' career interest forms. The advisor will advise the students about the coursework and/or skills training that meet their interests. The advisor will consult with the parents and students about the SMART Core Curriculum policy.

Area counseling agencies

As with the OCABS Charter School, the Diploma School will work closely with area counseling services such as Mid-South Health Systems and Families, Inc., Arkansas Counseling Services

B. Health Services

Cooperative Support Component:
The Diploma School will contract with the local health department or health services supplier to provide health care services for the students, including vaccination and health screenings.

The Diploma School office will secure the students medical release forms.

C. Media Center

The Diploma School will utilize the local library and college library for its students.

The Diploma School's computer lab will give students access to media services. The lab will have a networked computer dedicated to administrative purposes only.

The Diploma School will support technology as a tool for learning.

D. Transportation

The Diploma School seeks a waiver for transportation.

E. Special Education

The Diploma School will focus on the special needs of its students. It is anticipated that about 5% the students will have an IEP. It is particularly important that the Diploma School meet the needs of students with IEP because this program may be the last opportunity that many of the students have to access special education. The local GED does not have a special education component and the young people with an IEP may never score high enough on the TABE to be able to enter these programs.

Special Education Process

The Diploma School will exercise a continuous effort to identify, locate and screen our students in need of services. The school will use a formal, ongoing referral process for reviewing information related to the students' special needs and an assessment and reassessment process to determine specific areas of need. The school will have IEP planning to determine the students' educational needs based on assessment data and completing the written IEP program. The school ensures delivery of the instructional programs and placements. The Diploma School will staff or outsource the required and qualified personnel to meet the students' needs. The Diploma School will consider contracting with the Arkansas Public School Resource Center, APSCR to provide the school level special education services. The school facility will allow students with disabilities to interact with students who do not have disabilities. Parent involvement and due process will be followed in reference to parental rights in all aspects of acquiring, developing, planning and implementing special education services. Diploma School will focus on pre-service and in-service needs in order to plan a special

education program. The school will collaborate with agencies that serve special needs students. The school will evaluate and utilize instructional resources including supplies, equipment and instructional materials. The school will coordinate the other educational programs to provide special education within the context of all other educational programs. The Diploma School will budget resources to purchase or obtain supplies, materials, equipment, services and personnel required to provide programs for special services. The school governance administers the structure and long-range plans that support the operation of the Diploma School special education system.

F. Alternative Education

The Diploma School is an alternative education facility and expects to have students in our ALE program.

G. Gifted and Talented Program

OCABS will seek waiver for Gifted and Talented programming.

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

The Diploma School will comply with all federal guidelines for students with disabilities in providing services and all aspects of IDEA.

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19. Describe the manner in which the school will make provisions for food services.

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Not Eligible for ADE's Child Nutrition

The Diploma School organizers have been in contact with ADE's Child Nutrition office. The hours of operation of the Diploma School may prohibit the proposed school from participating in the traditional lunch program. Ms. Wanda Shockey, Child Nutrition Director is asking the National School Lunch Program office if the Diploma School can obtain an exemption from the hours of service requirement. If this limitation is lifted and permission is granted, the Diploma School will participate in ADE's Child Nutrition program.

Modified Food Service

If the Diploma School cannot participate in the national and state Child Nutrition program, the Diploma School will provide a modified food service for its students.

The modified food service will utilize assistance from agencies such as the Arkansas Food Bank and Arkansas Department of Human Service's Special Nutrition Program.

The modified supper may include a cold sandwich food line, hot dogs, pizza, salad bar, milk and juice. Refer to the attached bell schedule for the time blocked for supper.

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20. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

How parents or guardians can make a positive impact

The draft of the Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. This plan includes parents, students, employees and the community's help in carrying out the terms of this charter. The plan will be completed and mailed to ADE by the 1st of November or on the date due. If applicable, the Title I District Parent Involvement Policy will be included in the plan. This plan draft is available to ADE upon request.

These parents, guardians, students and community members may also make up the school's "Closing the Achievement Gap" committee and the ASCIP development committee.

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*21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable**. Provide a brief description of the rationale for each waiver requested.***

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

6-10-106 Uniform dates for beginning and end of school year
The Diploma School will be a year round program.
6-13-608 Length of Director's terms – Board is elected pursuant to nonprofit bylaws
6-13-611 Vacancies Generally – "
6-13-614 Districts with five directors and fewer than 150 pupils "
6-13-616 Qualifications of Directors "
6-13-617 Qualifications of Directors "
6-13-619 Meetings – "
6-13-620 Powers and duties "
6-13-630 Election by Zone and at Large "
6-13-634 School District Board of directors – Size – "
6-14-101 through 6-14-122 General Election Laws-School Boards – "

The Diploma School Board will be elected as explained in Section 3 of this application, and pursuant to the non-profit bylaws.

6-15-1004 Qualified teachers in every public school classroom –
Will use highly qualified teachers as determined by federal requirements

6-15-902 (c)(3) Weighted credit for concurrent credit
The Diploma School will award weighted credit for 2nd year (sophomore) level college courses that a student is using for a core course graduation requirement. See attached Weighted Credit matrix with ACTS

6-15-1005 Safe, Equitable and Accountable Schools

6-16-102 School Day
Diploma School will use an extended school day

6-16-124 Arkansas History-Required Social Studies course
Diploma School students should not be required to make this half credit up if they did not take the course in 7th or 8th grade.

6-17-111 Duty-free lunch
Staff will eat with the students.

6-17-114 Daily Planning Period
Staff will not have a paid daily planning period.

6-17-201 Personnel policy requirements – will use mostly part time instructors

6-17-203 Committee for each school district (Personnel Policy Committee) – "

6-17-302 Public school principals-Qualifications and responsibilities
The school will use a director instead of a principal. Many of the director's responsibilities are listed in the Job Description section of this application.

6-17-309 Certification – Waiver

6-17-401 Teacher's license requirement – Will use highly qualified status instructors

6-17-418 Teacher certification – Arkansas history – "

6-17-901through 6-17-922 AR Teachers' Salary Law

6-17-1001 Minimum base salary—Master's degree
The school may use a performance based salary schedule.

6-17-1002 Salary Amount – Annual review

6-17-1501 through 6-17-1510 Subchapter 15 Teacher Fair Dismissal
Employees will be afforded constitutional due process in all dismissals.

6-17-1702 through 6-17-1705Subchapter 17 Public School Employee Fair Hearing Act
Employees will be afforded constitutional due process in all dismissals.

6-18-223 Credit for college classes.
Diploma School students can substitute college classes for additional high school requirements as noted on the attached concurrent credit matrix. The Diploma School will pay the students' college tuition, fees and books for the dual enrolled college courses

6-20-1402 through 1407 Minimum School House Construction Standards
The Diploma School will meet all requirements regarding health and safety as well as the ADA and IDEA. The school will be built inside an existing warehouse space but will meet all health, safety and IDEA requirements.

6-24-106 Administrators
The school COO and CFO will have at least a Bachelor's degree and a business background. Most of the administrator's responsibilities are listed in the Job

Description section of this application. The salary is commensurable with performance, years of experience and level of graduate college work per the salary schedule found in the Appendix.

Waivers from SBE Rules and Regulations

Licensed Guidance counselors

The Diploma School will use a school advisor, local college counselors-TRIO and mental health counselors

Gifted and Talented Program Approval Standards

The Diploma School will focus on basic skills and workforce preparedness.

Licensed Library Media Specialist

The Diploma School will utilize the services of local public libraries

Minimum Schoolhouse Construction

The Diploma School will maintain a safe facility for its students.

Waivers of Minimum Salaries for Certified Personnel

The school will use adjunct and other part-time personnel.

Waivers from Standards for Accreditation

Standard IV Rule 9.03.4.13.9 Courses taught on a semester basis

The Diploma School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught.

Standard V, Rule 10.01.2 190 day contract for teachers

The Diploma School will use adjunct and part time teachers

Rule 10.01.3 Ten days of professional development

The Diploma School will use adjunct and part time teachers

Rule 10.01.4 Six hour day

The Diploma School will split the 30 hour week over six days

Rules 10.02.5 Class Size and Teaching Load

The Diploma School will use work skill programs. One teacher may need to oversee more students than this rule allows.

Standard X (15.0 Personnel)

Rules 15.01 – 15.03.7 School District Superintendents & Principals

The school administrators will have at least a Bachelor's degree.

Rule 15.04 Professional Development and In-Service Training

The Diploma School will use part time and adjunct faculty and the will be scheduled to teach at different and various school sessions during the year. The faculty will be trained and their professional development records will be maintained by the School Director.

Standard XI., Support Services

Rule 16.01.3 Guidance and Counseling

The School will use a part time advisor to provide counseling services

Rule 16.02 Media Services

The School will utilize local libraries

Rule 16.03 Health

The School will use contracted services to provide the health program

Standard XIII. Gifted and Talented Education

Diploma School students will focus upon the basic courses.

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22. Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Diploma School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. The Diploma School will not impact any desegregation order. There are no federal desegregation orders in the area where this charter school is being proposed.

Attachment 1-1 Concurrent Credit/Weighted Credit and Course Code Approval

Diploma School Weighted Credit and Course Code Approval

The Diploma School students take concurrent enrollment college course from sources such as the local colleges and the Arkansas Early College High School. These classes will satisfy graduation requirements as listed in this course code matrix. On our master schedule, these courses may also count toward our 38 required credits.

Revised August 28, 2011

ADE Course code	Equivalent high school course title http://www.apscn.org/sis/hdr/CourseCodeListing1112.pdf	Community college, technical college, four-year college or university courses identified by the ADHE's Arkansas Course Transfer System, ACTS codes. http://acts.adhe.edu/studenttransfer.aspx. The ACTS code courses may satisfy high school graduation requirements. We will not limit the number of concurrent enrollment courses that our students may take for graduation credit.
The three-hour ACTS courses listed below satisfy one unit of graduation requirements for the ADE course paired in this matrix or for any one-unit Career Focus elective. Weighted credit may be awarded for these concurrent enrollment college classes if the college course is at least a college sophomore level class and its is used to satisfy graduation requirements for English, Science, Math, Social Studies, Art or Foreign Language courses on the student's transcript.		
410000/1000 412000/3000	English 9 or 10 English 11 or 12	ACTS courses beginning with ENGL, such as: ENGL 1013 Composition 1, or ENGL 2023 Introduction to Technical Writing
414000 414010 416000	Oral Communica. (Speech/Drama)	ACTS courses beginning with SPCH or DRAM, such as: SPCH 1003 Intro to Oral Communication, or DRAM 1003 Theatre Appreciation
415000	Journalism	ACTS courses ENGL 2013 Introduction to Creative Writing, or ENGL 2023 Intro. to Technical Writing, or BUS 2013 Business Communications
420000	Biology	ACTS courses beginning with BIOL, such as: BIOL 1014 Biology and Lab
424030	Anatomy & Phys	ACTS courses beginning with BIOL, such as: BIOL 2404 A & P and lab
423000	Physical Science	ACTS courses beginning with PHSC, such as: PHSC 1004 Physical Science & Lab
421000	Chemistry	ACTS courses beginning with CHEM, such as: CHEM 1004 Chemistry I and Lab
425010	Earth Science	ACTS courses beginning with GEOL, such as: GEOL 1114 Physical Geology&Lab
422000	Physics	ACTS courses beginning with PHYS, such as: PHYS 2014 Physics I & Lab
430000	Algebra I	ACTS courses beginning with MATH, such as: MATH 1003 College Math
431000	Geometry	ACTS courses beginning with MATH, such as: MATH 1203 Plane Trigonometry
432000	Algebra II	ACTS courses beginning with MATH, such as: MATH 1103 College Algebra
433000	Pre-Cal/Trig	ACTS courses beginning with MATH, such as: MATH 1305 Pre-Calculus
439030	Calculus I plus Calc. II, (1.5 units)	ACTS courses identified as being Calculus and beginning with MATH, such as: MATH 2405 Calculus I (5 hour course)
439050	Transition Math	ACTS courses beginning with MATH or BUS, such as: MATH 2203 Survey of Calculus
439090	Statistics	ACTS Statistics courses beginning with MATH or BUS, such as: MATH2103 orBUS 2103
441000/10	French I or Fren II	ACTS courses beginning with FREN, such as: FREN 1013 French I
440000/20	Spanish I or Spa.II	ACTS courses beginning with SPAN, such as: SPAN 1013 Spanish I
442000/10	German I or Ger. II	ACTS courses beginning with SPAN, such as: GERM 1013 German I
450000-40	Art I or Art II or III	ACTS courses beginning with ARTA, such as: ARTA 20023 Art Survey,
450010	Advanced Art	ACTS courses beginning with ARTA, such as: ARTA 1003 Art Appreciation
452000/40	Vocal Music I or II	ACTS courses beginning with MUSC, such as: MUSC 1003 Music Appreciation
460000	Computer Applic.	ACTS courses beginning with BUS and CPSI, such as: BUS 1103 Keyboarding, CPSI 1003
470000	American History	ACTS courses beginning with HIST, such as: HIST 2113 United States History 1
471000	World History	ACTS courses beginning with HIST, such as: HIST 1113 World Civilizations I
472100	Civics or Government	ACTS courses beginning with PLSC, such as: PLSC 2003 American Nat'l Govern
473000	Arkansas History	ACTS courses beginning with PLSC, such as: PLSC 2103 State & Local Gov.
474300	Economics	ACTS courses beginning with ECON, such as: ECON 2103 Macroeconomics
474400	Psychology	ACTS courses beginning with PSYC, such as: PSYC 1103 General Psychology
474500	Sociology	ACTS courses beginning with SOCI, such as: SOCI 1013 Intro. to Sociology
474600	World Geography	ACTS courses beginning with GEOG, such as GEOG 2103 World Geography
480000	Health/Safety	ACTS courses beginning with HEAL, such as: HEAL 1003 Personal Health
Career Focus Electives On our master schedule, these courses may count toward the required nine units in three areas of career focus.		
College Prep/ Remedial Courses	Examples: Basic Math, College Writing, Basic Reading	If the student earns at least a "C", the three-hour college developmental education course shall satisfy the graduation requirement for a one-half unit of high school math (for a College Prep math class) or English (for a College Prep reading or writing course) or Career Focus.
Technical Classes	Examples: Welding, Medical Professions	Any three hour course that leads to any Technical degree (Associates or Bachelors) or Technical Certification will satisfy a one-half unit of career focus graduation requirements

Attachment 1-2 – Courses offering but not required to teach if no student needs the unit or half unit

2012-2013 Diploma School Student Schedule Planner

Dear Students and Parents;
The following courses are offered on the Diploma School master schedule. If there is a course listed that no students sign up to take the course or half of the course will not be taught. These courses are evaluated annually to ensure that they align with state required curriculum frameworks. Please use this information when considering you/your student's schedule for this school term. Please note the graduation requirements listed the Student Handbook (also posted on the school web-site). The Diploma School offers our students, who qualify and complete all requirements and forms, the option of concurrent enrollment college credit.

Language Arts (6 units)	Science (5 units)	Mathematics (6 units)
__9th Grade English __10th Grade English __11th Grade English __12th Grade English __Journalism __Speech/Oral Communications __Drama (1/2 unit) __ AP 12th Grade English __ English/Concurrent Credit __ College Prep English __Speech, ½ unit/Concurrent Credit __Drama, ½ unit/Concurrent Credit __Journalism/Concurrent Credit	__ Biology with Lab __Chemistry with Lab __Physics with Lab __Physical Science with Lab __Environmental Sc. with Lab __ AP Biology __ Biology/Concurrent Credit __Chemistry/Concurrent Credit __Physics/Concurrent Credit __Geology/Concurrent Credit __Physical Science/Concurrent Credit	__Algebra I* __Geometry* __Algebra II* __ Algebra A __ Algebra B __Algebraic Connections __Pre-calculus/ Trigonometry* __Transition To Math __Statistics __ AP Calculus __ Math/Concurrent Credit __College Prep math
Foreign Language Arts (2 units of same language) __ French I __French II __Spanish I __Spanish II __ Spanish I/Concurrent Credit __Spanish II/Concurrent Credit	**Fine Arts (3 ½ units)** __ Art __Instrumental Music __Vocal Music __1/2 unit of Advanced Music __1/2 unit of Advanced Arts __1/2 unit Survey of Fine Arts __ Art/Concurrent Credit __Advanced Art/Concurrent Credit	**Computer Applications (1 unit)** __ Computer Application 1 & 2 __EAST Lab 1& 2 __Computer App/Concurrent Credit **Health & Safety Education Physical Education (1 ½ units)** __ Physical Education __ ½ unit health & safety educa __Physical Education/Concurrent Credit __Health/Safety concurrent Credit
Social Studies (4 units) __American History* __World History* __Civics/government* __1/2 unit of AR History* __Psychology (1/2 unit) __Sociology (1/2 unit) __Economics (1/2 unit) __ AP World History __ American History/Concurrent Credit __World History/Concurrent Credit __Government/Concurrent Credit __Sociology/Concurrent Credit __Psychology/Concurrent Credit __Economics/Concurrent Credit	**Examples of Career & Tech Education (9 units of sequenced courses in 3 areas)** Advanced Manufacturing __Intro to Advanced Manufacturing __Manufacturing Production Processes __Design for Manufacturing __Manufacturing Power & Equipment Systems Automotive Services Technology __Suspension & Brakes __Steering __Electric Systems Medical Professions __Anatomy & Physiology I & II __Intro to Med Procedures __Medical Procedures __Medical Terminology __Abnormal Psychology __Medical Clinical Internship Welding __Metal Fabrication __Gas Metal Arc __Shielded Metal Arc __Gas Tungsten Arc Culinary Arts Tourism and Entertainment Community Service and Workforce Readiness __College Prep Basic Math __College Prep Beginning Algebra __College Prep Intermediate Math __Personal Development with Team Bulding __College Prep Reading __ College Prep Adv Read __College Prep College Writing __College Prep Intro to Composition	

Thank you for your support of Diploma School. _____ School Director March 2012

Attachment 1-3: Public Hearing notice (applicant's attachment)

FRIDAY, AUG. 5, 2011 RECORD THE JONESBORO SUN A7

His dissertation, titled "Operating System Transactions," was awarded the Bert Kay Outstanding Dissertation Award by the UT Computer Science Department.

Porter is a 1999 graduate of Jonesboro High School and 2003 graduate of Hendrix College.

After graduation he joined the computer science faculty of Stony Brook University on Long Island. Stony Brook University is part of the State University system of New York.

Harris of Jonesboro wins business society award

JONESBORO — Brad Harris, a Jonesboro native, has delivered a national first-place award to the Williams Baptist

Harris

PBL award.

Harris qualified for nationals by taking first place in the same category at the Arkansas PBL competition in April. It is a 2-phase competition with participants taking a test in the first phase, and the top 10 contestants moving on to a case analysis phase.

In the case analysis round the student has 20 minutes to read a case study and develop solutions for the business profiled in the case and present the decision to a panel of judges who are professionals in the field of marketing, said Summer DeProw, chairwoman of WBC's business department.

Harris graduated from WBC in May with a bachelor's degree in business administration.

there are no tombstones and a huge percentage of the graves have flowers on them. The graves are marked with flat memorial markers, which are designed with a vase that rises above the marker when in use and inserts into the marker when not in use so it too lies flat.

"Some people like the fact that it is flat without obstructions and you can just see flowers," McDonald said.

"The ones that have flowers in them are the ones people visit, which is most of them," Martin said.

for maintenance of the grounds. McDonald said the state cemetery board is there to protect the consumer.

the obituary in the records," she said. "We have a lot of people who come here for genealogical purposes."

You Are Invited
To A Public Meeting To Hear
About A New Charter School On
Tuesday, August 23rd 6:00 PM
Parker Ctr. 1522 N. Church, Jonesboro.
For Details Check Website:
www.diplomaschool.org

Attachment 1 – Jonesboro

A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located. The notices ran the weeks of August 1st, August 8th and August 15th in the Jonesboro area newspaper, The Jonesboro Sun.

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. The notices ran as "display ads" in the main section of the paper.

C. The last publication date of the notice shall be no less than seven days prior to the public meeting. The last notice ran on August 15th which was eight days before the August 23th meeting.

D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

The letters were sent by certified mail within four days of the first publication. The certified mail receipts are provided on these pages. The letters were sent to the superintendents of the Jonesboro, Brookland, Nettleton, Westside and Valley View districts. The letter was also sent to the superintendent of the Green County Tech district because it is contiguous to Jonesboro's district.

Attachment 1-4: Public Hearing notice (applicant's attachment)

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	$ 0.44	0770
Certified Fee	$2.85	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage	$3.29	08/04/2011

7010 1060 0001 5236 0866

JONESBORO SCHOOLS
DR. KIM WILBANKS
2506 SOUTHWEST SQUARE
JONESBORO, AR 72401

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	$ 0.44	0770
Certified Fee	$2.85	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage	$3.29	08/04/2011

7010 1060 0001 5236 0842

NETTLETON SCHOOLS
MR. JAMES DUNIVAN
2616 PROGRESS DRIVE
JONESBORO, AR 72401

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	$ 0.44	0770
Certified Fee	$2.85	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage	$3.29	08/04/2011

7010 1060 0001 5236 0835

VALLEY VIEW SCHOOLS
DR. RADIUS H. BAKER
2131 VALLEY VIEW DRIVE
JONESBORO, AR 72404

WEDNESDAY
AUG. 10, 2011

Features Editor
Kellie Cobb
(870) 935-5525

WATER LEVE

Sunday's river and lake
ing 7 a.m. flood stage an
change.

Mississippi River			
Cape Girardeau	32	30.1	-0.
New Madrid	34	17.8	-0.2
Tiptonville	37	20.9	-0.3
Caruthersville	32	19.6	-0.3
Osceola	28	12.6	-0.2
Memphis	34	13.2	0.1
Helena	44	20.1	0.3
Arkansas City	37	17.6	0.0
Greenville	48	29.4	-0.1
Vicksburg	43	23.4	0.0
Natchez	48	31.1	-0.2
Arkansas River			
Van Buren	22	19.3	-0.2
Ozark I/D tw	357	338.1	0.7
Dardanelle	32	4.1	-0.8
Morrilton	30	9.7	0.0

Catholic-Protestant government.

Five years ago: British authorities announced they had thwarted a terrorist plot to simultaneously blow up 10 aircraft heading to the United

on-air conversation with a caller who she said was "hypersensitive" to racism; Schlessinger ended up apologizing. Hollywood producer David L. Wolper, 82, died in Beverly Hills, Calif.

You Are Invited
To A Public Meeting To Hear About A New Charter School On
Tuesday, August 23rd 6:00 PM
Parker Ctr. 1522 N. Church, Jonesboro.
For Details Check Website:
www.diplomaschool.org

LIMESCALE in SHOWERS, DISHES, PIPES?
HYDROCARE Solves All of This and More!
HydroCare breaks down and prevents limescale damage to plumbing and appliances.
Guaranteed! Sold Worldwide
• No Salts • Easily Clips To
• No Magnets Main Water Pipe
• Maintenance Free
SAVES $1200 in ENERGY & APPLIANCE WEAR!
HydroCare 1-866-980-9631
The Hard Water Solution www.besthwater123.com

Attachment 1-5: Public Hearing notice (applicant's attachment)

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	$ 0.44	0770
Certified Fee	$2.85	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$3.29	08/04/2011

7010 1060 0001 5236 0859

Sent To
BROOKLAND SCHOOLS
MR. KEVIN MCGAUGHEY
200 WEST SCHOOL STREET
BROOKLAND, AR 72417

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	$ 0.44	0770
Certified Fee	$2.85	02
Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$3.29	08/04/2011

7010 1060 0001 5236 0826

Sent To
WESTSIDE SCHOOLS
DR. BRYAN DUFFIE
1630 HIGHWAY 91 W
JONESBORO, AR 72404

PS Form 3800, August 2006 See Reverse for Instructions

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Return Receipt Fee (Endorsement Required)	$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ 3.29	08/04/2011

7011 0470 0002 5418 0503

Sent To Green County Tech Schools
Street, Apt. No.; or PO Box No. Mr. Terry Noble 5413 W. Kingshighway
City, State, ZIP+4 Paragould, AR 72450

PS Form 3800, August 2006 See Reverse for Instructions

Attachment 1-6: Map showing the district in red with contiguous district(s) (applicant)

Attachment 1-7: Letter of Intent (applicant's attachment)

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JONESBORO AR 72401

OFFICIAL USE

Postage	$ $0.44
Certified Fee	$2.85
Return Receipt Fee (Endorsement Required)	$2.30
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $5.59

06/29/2011

JONESBORO SCHOOL DISTR
DR. KIM WILBANKS,
SUPERINTENDENT
2506 SOUTHWEST SQUARE
JONESBORO, AR 72401

7010 1060 0001 5237 4160

Subject: LETTER OF INTENT for An Open-enr

Submitted via certified mail to:
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

June 23, 2011

Dear Dr. Duncan,
Please accept this letter of intent for an open-enrollmer
Thank you,

Sally Wilson

Sally Wilson, OCBA, Inc.

1. Name of the eligible entity which intends to apply for a charter. If a not for profit, specify name on the 501 (c) (3) and 501 (c) (3) status: OCBA, Inc (Osceola, Communication, Business and Arts, Inc.). This 501(c)(3) was incorporated in 2007 and the IRS determination's TIN is 26-1309516.
2. Contact person: Sally Wilson, 851 W. Semmes, Osceola, AR 72370
   Daytime telephone number 870-822-0574
   FAX number 870-563-5582
   e-mail address ocbainc@yahoo.com
3. Give a description of the eligible entity which will be proposing the charter; OCBA, Inc is a non-profit organization dedicated to educating Arkansas residents
4. Give the name of the proposed open-enrollment public charter school; Diploma School of Jonesboro
5. Describe the location of the proposed open-enrollment public charter school; In Jonesboro in the Jonesboro Public School district
6. Identify the grade levels of students to be served by the open-enrollment public charter school; 11 and 12
7. Provide proposed student enrollment cap for the school; 300 students
8. Provide a one-paragraph description of the purpose or special emphasis of the proposed school. The Diploma School is designed to serve 11th and 12th grade students, ears or who have already -based school with a proven s non-traditional because And the school's year- six-week long blocked as many as 3 half-unit ransferring to our school the rn a full Arkansas high schedule would allow.

o the superintendent of

SENDER: COMPLETE THIS SECTION
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

JONESBORO SCHOOL DISTR
DR. KIM WILBANKS,
SUPERINTENDENT
2506 SOUTHWEST SQUARE
JONESBORO, AR 72401

COMPLETE THIS SECTION ON DELIVERY
A. Signature ☐ Agent ☐ Addressee
B. Received by (Printed Name) SANDRA WAGNER C. Date of Delivery 6/30/11
D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7010 1060 0001 5237 4160

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

Attachment 2: Sample Calendar (Required)

Sample 40-Week Year-round Calendar for the 2012-13 School Year

Six 6-Week Terms plus a 4-Week Summer Term

August 2012						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2012						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	T	W	H	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
S	M	T	W	H	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1st Fall Term
2nd Fall Term
Oct. 30 Parent Teacher Confer.
1st Winter Term
2nd Winter Term
Feb 19 Parent Teacher Confer.
1st Spring Term
2nd Spring Term
Summer Term

Professional Development days are disbursed throughout the year. The Diploma School staff will utilize training away from the campus and through AETN, etc.

Attachment 3-1: Sample Bell Schedule – six week term (required)

Appendix II
Attachment 2 (required)

Diploma School

Sample Bell Schedule for 6-Week Term

(Flexible school day)

Example: Full-time students enroll in all three periods. If a student is 18 years for older, he or she can enroll for less than full time classes. 2/3 FTE students enroll in two periods per week. 1/3 FTE students enroll in one period per week. This schedule allows the students time to work during the day. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

	Diploma School - Sample Daily Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-12:03						2nd Period (3 hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						3rd Period (3 hrs)
3:45 – 5:48	1st Period (2 hrs)	1st Period (2 hrs)	1st Period (2 hrs)	1st Period (2 hrs)	1st Period (2 hrs)	
5:48 – 6:15	Supper	Supper	Supper	Supper		
6:15 – 8:03	2nd Period (1 ¾ hour)	2nd Period (1 ¾ hour)	2nd Period (1 ¾ hour)	2nd Period (1 ¾ hour)		
8:15 – 10:03	3rd Period (1 ¾ hour)	3rd Period (1 ¾ hour)	3rd Period (1 ¾ hour)	3rd Period (1 ¾ hour)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or in other special daytime classes.

Attachment 3-2: Sample Bell Schedule – four week term (required)

Sample Bell Schedule for Summer Term

4-week term in June

(Flexible school day)

Example: Full-time students enroll in both periods. If a student is 18 years for older, he or she can enroll for less than full time classes. 1/2 FTE students enroll in one period per week. This schedule allows the students time to work during the weekday. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

	Diploma School - Sample Daily Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:30-12:03						1st Period (2 ½ hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						2nd Period (3 hrs)
3:45 – 6:20	1st Period (2 ½ hrs)	1st Period (2 ½ hrs)	1st Period (2 ½ hrs)	1st Period (2 ½ hrs)	1st Period (2 ½ hrs)	
6:20 – 6:45	Supper	Supper	Supper	Supper		
6:45 – 10:03	2nd Period (3 hours)	2nd Period (3 hours)	2nd Period (3 hours)	2nd Period (3 hours)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): **Lane Land Co**

Lessee (Tenant): **OCBA, INC. (Osceola Communication Business and Arts, Inc.)**

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

Describe the present use of the facility: **The building is currently a warehouse.**

Premises: **1901 Woodsprings in Jonesboro, AR 72401**

The building is approximately 12,000 sf on approximately 7 acres of land.

Terms of Lease: **Five (5) Year Primary Lease Term beginning January 1st 2012 with a 5 year option to renew.**

Rental Amount: **$7,000 per month NNN "as-is".**

Contingency: The terms of this agreement are contingent upon OCBA, INC.(sponsoring entity)

receiving a charter to operate an open-enrollment public charter school from the State Board of Education

by August of 2012.

This is a non-binding agreement that spells out the terms of the lease agreement that will be drafted.

There are no alcohol sales within 1,000 sf from this location.

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

Lessee: **OCBA, INC.**	Lessor: **Lane Land Co**
OCBA INC	
By Beau Butler	By Landlord Representative
Date 8/30/11	Date 8/30/11

Attachment 5-1: First year budget (required)

Attachment 5-2

Attachment 5-3: First year budget (required)

Attachment 5-4

Attachment 6-1: Second year budget (required)

Attachment 6-2

Attachment 6-3

Attachment 6-4: Second year budget (required)

Attachment 7: Salary schedule (administrative & teaching) (required)

Proposed Diploma School Sample Teaching Position Salary Schedule Full time equivalency for seven classes per semester for two semesters					
Step	BS	BS + 15	BS + 30	Masters	MS + 15
(years of experience)					
1	$22,000	$22,200	$22,400	$22,600	$22,800
2	$22,000	$22,200	$22,400	$22,600	$22,800
3	$22,000	$22,200	$22,400	$22,600	$22,800
4	$22,000	$22,200	$22,400	$22,600	$22,800
5	$22,000	$22,200	$22,400	$22,600	$22,800

Proposed Administrator Sample Salary Schedule					
1-3	$40,000	$41,000	$42,000	$48,000	$50,000

Attachment 8: OCBA, Inc.'s Determination Letter (required)

Attachment 8

OCBA, Inc.'s Determination Letter

The "eligible entity" is an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). A copy of the entity's letter from the IRS reflecting tax exempt status.

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

DEPARTMENT OF THE TREASURY

Date: MAY 0 3 2008

OSCEOLA COMMUNICATION BUSINESS AND
ARTS INC
C/O SALLY L WILSON
PO BOX 94
OSCEOLA, AR 72370

Employer Identification Number:
26-1309516
DLN:
17053088315008
Contact Person:
JOYCE DAHBY ID# 95011
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 28, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

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

-2-

OSCEOLA COMMUNICATION BUSINESS AND

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Attachment 9: Signed Assurances (required)

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.

2. The proposed open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.

5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

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

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

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

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

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

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

(b) Conducting criminal background checks for employees;

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

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

(e) Public school accountability under this title;

(f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

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

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

14. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Bean Butler Date: 8/23/11

Signature of
President of the Sponsoring Entity Board of Directors

Bean Butler

Print or type name

25

Public Charter School Application

Estimated Budget Worksheet, Year One (2012-2013)

150 FTE students

Line#	Revenues					Amount	Total
1	State Public Charter School Aid:						
2	No. of Students	150	X	$6,144	State Foundation Funding	$ 921,600	
3							
4	No. of Students	150	X	$42.38	Professional Development	$ 6,357	
5	No. of Students	150	X	$506	eligible rate* NSLA Funding	$ 75,900	
6	Total State Charter School Aid						$ 1,003,857
7							
8	Other Sources of Revenues:						
9	Private Donations or Gifts			OCBA, Inc			
10	Federal Grants (List the an	CSP					
	Special Education	150	5%	$ 2,500		$ 18,750	
11	Special Grants (List the amount)						
	Donated food valued at					$ 10,000	
12	Other (Specifically Describe)						
13							
14	Total Other Sources of Revenues					$ 28,750	$ 28,750
15							
16	**TOTAL REVENUES**						**$ 1,032,607**
		Full time fringe is			30%		
17		Part-time fringe is			12%		
18	**Expenditures**					**Amount**	**Total**
19	Administration:						
20	Salaries: (No. of Positions, 1 and 2/3		1.66	$48,000		$ 79,680	
21	Fringe Benefits			30%		$ 23,904	
22	Purchased Services			$ -		$ -	
23	Supplies and Materials			$ 1,000		$ 1,000	
24	Equipment			$ 3,000		$ 3,000	
25	Other (Describe)	travel		$ 5,000		$ 5,000	
26						*$ 112,584*	$ 112,584
27	Regular Classroom Instruction:						
28	Salaries: (No. of Positions)		13	$22,400		$ 291,200	
29	Fringe Benefits	at	12%			$ 34,944	
30	Purchased Services			$ 2,000	each	$ 26,000	
31	Supplies and Materials			$ 2,000	each	$ 26,000	
32	Equipment			$ 2,000	each	$ 26,000	
33	Other (Describe)	Travel		$ 1,000	each	$ -	
	Total Classroom Instruction					*$ 404,144*	$ 404,144

*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%): $506.00 per student; between seventy and ninety percent (70-90%): $1,012.00 per student; and ninety percent and above (90%): $1,518.00 per student.

	Expenditures	Year One (2012-2013)				**Amount**	**Total**
34		(Budget Continued)					
35	Special Education:						
36	Salaries: (No. of Positions_1/2__)		50%		$22,400	$ 11,200	
37	Fringe Benefits	12%				$ 1,344	
38	Purchased Services	Consultant				$ 8,000	
39	Supplies and Materials		$ 2,000	each		$ 2,000	
40	Equipment		$ 5,000	each		$ 5,000	
41	Other (Describe)	travel	$ 1,000	each		$ 1,000	
42	*Total Special Education*					*$ 28,544*	$ 28,544
43	Gifted and Talented Program:						
44	Salaries: (No. of Positions___)					$ -	
45	Fringe Benefits						
46	Purchased Services						
47	Supplies and Materials						
48	Equipment						
49	Other (Describe)						
50	*Total Gifted and Talented*					*$ -*	$ -
51	Alternative Education Program:	200	student ratio				
52	Salaries: (No. of Part-time Positions_	0.75	at		$22,400	$ 16,800	
53	Fringe Benefits	12%				$ 2,016	
54	Purchased Services		$ 2,000	each		$ 1,500	
55	Supplies and Materials		$ 2,000	each		$ 1,500	
56	Equipment		$ 2,000	each		$ 1,500	
57	Other (Describe)	travel	$ 1,000	each		$ 750	
58	*Total ALE*					*$ 24,066*	$ 24,066
59	Guidance Services:	500	student ratio				
60	Salaries: (No. of Positions1/2___)	0.5	at		$22,400	$ 11,200	
61	Fringe Benefits	12%				$ 1,344	
62	Purchased Services		$ 2,000	each		$ 1,000	
63	Supplies and Materials		$ 2,000	each		$ 1,000	
64	Equipment		$ 2,000	each		$ 1,000	
65	Other (Describe)	travel	$ 1,000	each		$ 500	
66	*Total Guidance Services*					*$ 16,044*	$ 16,044
67	Health Services:	500	student ratio				
68	Salaries: (No. of Positions__1/4_)	0.25	at		$22,400	$ 5,600	
69	Fringe Benefits	12%				$ 672	
70	Purchased Services		$ 5,000	each		$ 1,250	
71	Supplies and Materials		$ 5,000	each		$ 1,250	
72	Equipment		$ 15,000	each		$ 3,750	
72	Other (Describe)		$ 1,000	each		$ 250	
73	*Total Health Services*					*$ 12,772*	$ 12,772

74	**Expenditures**	Year One (2012-2013)					**Amount**	**Total**
75	Media Services:		500	student ratio				
76	Salaries: (No. of Positions_1/4__)		0.25	at		$22,400	$ 5,600	
77	Fringe Benefits		12%				$ 672	
78	Purchased Services			$ 2,000	each		$ 500	
79	Supplies and Materials			$ 20,000	each		$ 5,000	
80	Equipment			$ 5,000	each		$ 1,250	
81	Other (Describe)			$ 1,000	each		$ 250	
82	*Total Media Services*						*$ 13,272*	$ 13,272
83	Fiscal Services:		500	student ratio				
84	Salaries: (No. of Positions_3/4__)		0.75	at		$22,400	$ 16,800	
85	Fringe Benefits		30%				$ 5,040	
86	Purchased Services			Annual Audit			$ 10,000	
87	Supplies and Materials			$ 1,000	each		$ 1,000	
88	Equipment			$ 5,000	each		$ 5,000	
89	Other (Describe)	travel		$ 3,000	each		$ 3,000	
90	*Total Fiscal Services*						*$ 40,840*	$ 40,840
91	Maintenance and Operation:		500	student ratio				
92	Salaries: (No. of Positions_3/4__)		0.75	at		$15,000	$ 11,250	
93	Fringe Benefits		12%	Janitor			$ 1,350	
94	Purchased Services			$ 2,000			$ 2,000	
95	**(include utilities)**			**$ 48,000**			$ 48,000	
96	Supplies and Materials			$ 20,000			$ 20,000	
97	Equipment			$ 1,000			$ 1,000	
98	Other (Describe)							
99	*Total Maintenance and Operation*						*$ 83,600*	$ 83,600
100	Pupil Transportation:							
101	Salaries: (No. of Positions___)		0	at			$ -	
102	Fringe Benefits		12%				$ -	
103	Purchased Services			$ -			$ -	
104	Supplies and Materials		gas	$ -			$ -	
106	Equipment	2 buses		$ -			$ -	
107	Other (Describe)							
	Total Pupil Transportation						*$ -*	$ -
108	Food Services:							
109	Salaries: (No. of Positions_1/2__)		0.5	at		$15,000	$ 7,500	
110	Fringe Benefits		12%				$ 900	
111	Purchased Services			$ 4,000			$ 4,000	
112	Supplies and Materials			$ 5,000			$ 5,000	
113	Equipment			$ 20,000			$ 20,000	
114	Other (Describe)	travel		$ 2,000			$ 2,000	
	Total food Services						*$ 39,400*	$ 39,400

	Expenditures	Year One (2012-2013)				**Amount**	**Total**
115		(Budget Continued)					
116	Data Processing:			APSCN & Secretary			
117	Salaries: (No. of Positions_3/4__)		0.75	at	$15,000	$ 11,250	
118	Fringe Benefits		30%			$ 3,375	
119	Purchased Services			$ 2,000	each	$ 2,000	
120	Supplies and Materials			$ 2,000	each	$ 2,000	
121	Equipment			$ 5,000	each	$ 5,000	
122	Other (Describe)	Travel		$ 1,000	each	$ 1,000	
123	*Total Data Processing*					*$ 24,625*	$ 24,625
124	Substitute Personnel:						
125	Salaries: (No. of Positions___)					$ 3,000	
126	Fringe Benefits		12%			$ 360	
127	*Total Substitute personnel*					*$ 3,360*	$ 3,360
128	Facilities:						
129	Lease/Purchase (contract for one total year including facility upgrades)			$ 10,000	12	$ 120,000	
130	Please list upgrades:						
131							
132	Utilities (contract for one total year including facility upgrades)			see line 95		$ -	
133	Insurance (contract for one total year including facility upgrades):					$ 4,800	
134	Property Insurance					$ 6,000	
135	Content Insurance					$ 6,000	
136	*Total facilities*					*$ 136,800*	$ 136,800
137	Debt Expenditures:						
138	Other Expenditures:						
	(Describe)	Advertisement				$ 3,000	$ 3,000
	(Describe)	Concurrent enrollment				$ 30,000	$ 30,000
139	(Describe)	Furniture				$ 15,000	$ 15,000
140							
141	**TOTAL EXPENDITURES**						**$ 988,051**
	Revenue less expenditures						$ 44,556
	Percent of expenditures to revenue is						**96%**

Public Charter School Application

Estimated Budget Worksheet, Year TwoYear One (2012-2013) (2 200 FTE students

Line#	Revenues					Amount	Total
1	State Public Charter School Aid:						
2	No. of Students	200	X	$6,267	State Foundation Funding	$ 1,253,400	
3							
4	No. of Students	200	X	$42.38	Professional Development	$ 8,476	
5	No. of Students	200	X	$506	eligible rate* NSLA Funding	$ 101,200	
6	Total State Charter School Aid					$ 1,363,076	
7							
8	Other Sources of Revenues:						
9	Private Donations or Gifts			OCBA, Inc			
10	Federal Grants (List the an CSP						
	Special Education	200	5%	$ 2,500		$ 25,000	
11	Special Grants (List the amount)						
	Donated food valued at					$ 10,000	
12	Other (Specifically Describe)						
13							
14	Total Other Sources of Revenues					$ 35,000	$ 35,000
15							
16	**TOTAL REVENUES**						**$ 1,398,076**
		Full time fringe is			30%		
17		Part-time fringe is			12%		
18	**Expenditures**					**Amount**	**Total**
19	Administration:						
20	Salaries: (No. of Positions, 1 and 2/3		1.66	$48,000		$ 79,680	
21	Fringe Benefits			30%		$ 23,904	
22	Purchased Services			$ -		$ -	
23	Supplies and Materials			$ 1,000		$ 1,000	
24	Equipment			$ 3,000		$ 3,000	
25	Other (Describe)	travel		$ 5,000		$ 5,000	
26						*$ 112,584*	$ 112,584
27	Regular Classroom Instruction:						
28	Salaries: (No. of Positions)		20	$22,400		$ 448,000	
29	Fringe Benefits	at	12%			$ 53,760	
30	Purchased Services			$ 2,000	each	$ 40,000	
31	Supplies and Materials			$ 2,000	each	$ 40,000	
32	Equipment			$ 2,000	each	$ 40,000	
33	Other (Describe)	Travel		$ 1,000	each	$ -	
	Total Classroom Instruction					*$ 621,760*	$ 621,760

*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%): $506.00 per student; between seventy and ninety percent (70-90%): $1,012.00 per student; and ninety percent and above (90%): $1,518.00 per student.

	Expenditures	Year Two				**Amount**	**Total**
34		(Budget Continued)					
35	Special Education:						
36	Salaries: (No. of Positions_3/4__)			75%	$22,400	$ 16,800	
37	Fringe Benefits		12%			$ 2,016	
38	Purchased Services	Consultant				$ 8,000	
39	Supplies and Materials			$ 2,000	each	$ 2,000	
40	Equipment			$ 5,000	each	$ 5,000	
41	Other (Describe)	travel		$ 1,000	each	$ 1,000	
42	*Total Special Education*					*$ 34,816*	$ 34,816
43	Gifted and Talented Program:						
44	Salaries: (No. of Positions___)					$ -	
45	Fringe Benefits						
46	Purchased Services						
47	Supplies and Materials						
48	Equipment						
49	Other (Describe)						
50	*Total Gifted and Talented*					*$ -*	$ -
51	Alternative Education Program:		200	student ratio			
52	Salaries: (No. of Part-time Positions_		0.75	at	$22,400	$ 16,800	
53	Fringe Benefits		12%			$ 2,016	
54	Purchased Services			$ 2,000	each	$ 1,500	
55	Supplies and Materials			$ 2,000	each	$ 1,500	
56	Equipment			$ 2,000	each	$ 1,500	
57	Other (Describe)	travel		$ 1,000	each	$ 750	
58	*Total ALE*					*$ 24,066*	$ 24,066
59	Guidance Services:		500	student ratio			
60	Salaries: (No. of Positions_3/4__)		0.75	at	$22,400	$ 16,800	
61	Fringe Benefits		12%			$ 2,016	
62	Purchased Services			$ 2,000	each	$ 1,500	
63	Supplies and Materials			$ 2,000	each	$ 1,500	
64	Equipment			$ 2,000	each	$ 1,500	
65	Other (Describe)	travel		$ 1,000	each	$ 750	
66	*Total Guidance Services*					*$ 24,066*	$ 24,066
67	Health Services:		500	student ratio			
68	Salaries: (No. of Positions__1/4_)		0.25	at	$22,400	$ 5,600	
69	Fringe Benefits		12%			$ 672	
70	Purchased Services			$ 5,000	each	$ 1,250	
71	Supplies and Materials			$ 5,000	each	$ 1,250	
72	Equipment			$ 15,000	each	$ 3,750	
72	Other (Describe)			$ 1,000	each	$ 250	
73	*Total Health Services*					*$ 12,772*	$ 12,772

74	**Expenditures**	Year Two					**Amount**	**Total**
75	Media Services:		500	student ratio				
76	Salaries: (No. of Positions_1/2__)		0.5	at		$22,400	$ 11,200	
77	Fringe Benefits		12%				$ 1,344	
78	Purchased Services			$ 2,000	each		$ 1,000	
79	Supplies and Materials			$ 20,000	each		$ 10,000	
80	Equipment			$ 5,000	each		$ 2,500	
81	Other (Describe)			$ 1,000	each		$ 500	
82	*Total Media Services*						*$ 26,544*	$ 26,544
83	Fiscal Services:		500	student ratio				
84	Salaries: (No. of Positions_3/4__)		0.75	at		$22,400	$ 16,800	
85	Fringe Benefits		30%				$ 5,040	
86	Purchased Services			Annual Audit			$ 10,000	
87	Supplies and Materials			$ 1,000	each		$ 1,000	
88	Equipment			$ 5,000	each		$ 5,000	
89	Other (Describe)	travel		$ 3,000	each		$ 3,000	
90	*Total Fiscal Services*						*$ 40,840*	$ 40,840
91	Maintenance and Operation:		500	student ratio				
92	Salaries: (No. of Positions_3/4__)		0.75	at		$15,000	$ 11,250	
93	Fringe Benefits		12%	Janitor			$ 1,350	
94	Purchased Services			$ 2,000			$ 2,000	
95	**(include utilities)**			**$ 48,000**			$ 48,000	
96	Supplies and Materials			$ 20,000			$ 20,000	
97	Equipment			$ 1,000			$ 1,000	
98	Other (Describe)							
99	*Total Maintenance and Operation*						*$ 83,600*	$ 83,600
100	Pupil Transportation:							
101	Salaries: (No. of Positions___)		0	at			$ -	
102	Fringe Benefits		12%				$ -	
103	Purchased Services			$ -			$ -	
104	Supplies and Materials		gas	$ -			$ -	
106	Equipment	2 buses		$ -			$ -	
107	Other (Describe)							
	Total Pupil Transportation						*$ -*	$ -
108	Food Services:							
109	Salaries: (No. of Positions_3/4__)		0.75	at		$15,000	$ 11,250	
110	Fringe Benefits		12%				$ 1,350	
111	Purchased Services			$ 4,000			$ 4,000	
112	Supplies and Materials			$ 5,000			$ 5,000	
113	Equipment			$ 20,000			$ 20,000	
114	Other (Describe)	travel		$ 2,000			$ 2,000	
	Total food Services						*$ 43,600*	$ 43,600

	Expenditures	Year Two				Amount	Total
115		(Budget Continued)					
116	Data Processing:		APSCN & Secretary				
117	Salaries: (No. of Positions_3/4__)		0.75	at	$15,000	$ 11,250	
118	Fringe Benefits		30%			$ 3,375	
119	Purchased Services			$ 2,000	each	$ 2,000	
120	Supplies and Materials			$ 2,000	each	$ 2,000	
121	Equipment			$ 5,000	each	$ 5,000	
122	Other (Describe)	Travel		$ 1,000	each	$ 1,000	
123	*Total Data Processing*					*$ 24,625*	$ 24,625
124	Substitute Personnel:						
125	Salaries: (No. of Positions___)					$ 4,000	
126	Fringe Benefits		12%			$ 480	
127	*Total Substitute personnel*					*$ 4,480*	$ 4,480
128	Facilities:						
129	Lease/Purchase (contract for one total year including facility upgrades)			$ 10,000	12	$ 120,000	
130	Please list upgrades:						
131							
132	Utilities (contract for one total year including facility upgrades)			see line 95		$ -	
133	Insurance (contract for one total year including facility upgrades):					$ 4,800	
134	Property Insurance					$ 6,000	
135	Content Insurance					$ 6,000	
136	*Total facilities*					*$ 136,800*	$ 136,800
137	Debt Expenditures:						
138	Other Expenditures:						
	(Describe)	Advertisement				$ 6,000	$ 6,000
	(Describe)	Concurrent enrollment				$ 40,000	$ 40,000
139	(Describe)	Furniture				$ 10,000	$ 10,000
140							
141	**TOTAL EXPENDITURES**						**$ 1,246,553**
	Revenue less expenditures						$ 151,523
	Percent of expenditures to revenue is						**89%**