



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



Charter School: Arkansas Academy of Higher Learning

Date Submitted:

Date Approved:

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

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A. General Information

Name of proposed charter school: **Arkansas Academy of higher learning (AAHL).**

Grade levels: **K-8**

Student Enrollment cap: **400**

Name of Sponsoring entity: Arkansas Academics, Inc

The applicant is an “eligible entity” under the following category:

An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code. A copy of the entity’s application for 501 (c) (3) status is attached and will received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

The Arkansas Academics, Inc 501 (c) (3) Status: application filed still pending.
See Attachment 1

Name of Contact Person: Earnest L Frye Jr.

Address: 398 S Ermen Ln

Daytime Phone Number: 870-822-9153

E-mail: earniefrye@yahoo.com

Charter Site Address: 118 Popular, Osceola Arkansas 72370

Date of Proposed Opening: August 20, 2012 (First Day for Students)

Operating Officer: Earnest L Frye Jr. Director

Address: P.O. Box 2332, Blytheville Arkansas 72315

Daytime Telephone Number: 870-822-9153

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

A provided 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.

<u>Name:</u>	<u>Position:</u>	<u>Profession:</u>	<u>State of Residence:</u>
Damon Travis	Arkansas Academics President	Captain of Administration Blytheville Police Dpt.	AR
Jan Sinclair	Arkansas Academics Vice-President	School Teacher Counselor	AR
Agnes Lee	Arkansas Academics Treasurer / Secretary	Logistics/Purchasing	AR
Dean Foster	Arkansas Academics Member	Police Officer	AR

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

1500 (Total District Enrollment)

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

Osceola School District, South Mississippi County School District, Luxora School District, and Blytheville Schools District

GENERAL DESCRIPTION

Arkansas Academy of Higher Learning will open in August 20, 2012 with a projected enrollment of 130 students K-3 with an initial cap of 200 students; however, the school will be requesting a total cap of students to 400 over a four-year plan. The proposed open enrolment charter school will be located in Osceola, Arkansas. The school’s students will draw from from the Osceola School District and surrounding school districts; however, any student in the state of Arkansas may attend Arkansas Academy of Higher Learning. At Arkansas Academy of

Higher Learning, we believe that students excel in a rich learning atmosphere and in challenging expectations. We will provide an academic program intended to equip students with the skills and knowledge necessary for successful transition to High School and beyond. Because of our delta culture and heritage, and the economic conditions of Mississippi County, Arkansas Academy of Higher Learning will provide leadership educational focus on low-income students with emphasis in core subjects, but special interests in reading, writing, and foreign language. The academy will offer longer school days, parental involvement and after school tutoring for the students. Students at Arkansas Academy of Higher Learning will learn from a Kinesthetic style of learning with students developing, monitoring an individualized learning plans, assuming responsibility for their learning and academic progress. Guided by highly qualified teachers, students expand and adjust their individual learning plan, recognizing what is working and what is not, and take ownership for implementing the best lesson plan. Copies of each student's learning plan reflecting their achievement, comprehensive goals and assessments, will be provided to parents/guardians using multiple communication strategies such as written letters, oral, on-line/digital, and in-person.

Arkansas Academy of Higher Learning will show aptitude through benchmark in grades 3-8 and cumulative knowledge base assessments, authentic portfolio assessments that represent abroad sampling of student learning. With a Kinesthetic learning style and a focus on literacy, it is the expected that the majority of students will exceed expected growth in reading. For each student, they will be measured using baseline and growth assessments from nationally normed reading. Students receive a copy of the reading report after each assessment to evaluate current proficiency and track individual growth progress. These reports are to go into individual learning plan portfolio. Often student writing is not held to the same high standards that student work is in many of the other subjects. For writing, Arkansas Academy of Higher Learning will use on-demand writing, journals, and quick writing ideas, creative writing, mastering the paragraph to writing an essay. Arkansas Academy of Higher Learning will encourage students to write in cursive. Cursive writing is a direct link to a Kinesthetic style of learning. Learning cursive writing helps students develop reading, communication, and fine motor skills. Students at Arkansas Academy of Higher Learning will learn cursive hand writing in the first grade. Arkansas Academy of Higher Learning believe learning cursive first allows students to write letters fluidly from memory, leading to increased writing speed and the ability to better focus on content. It takes time and one-on-one supervision to help students develop good cursive handwriting and the highly qualified teachers at Arkansas Academy of Higher Learning will have that time in first grade. The foreign language program and a continuous platform with

the Kinesthetic style of learning. In addition to developing thinking skills, foreign language study exposes children to other ways of looking at the world. Learning languages helps increase listening ability, memory, creativity and critical thinking - all of which are thinking processes that increase learning in general. Students at Arkansas Academy of Higher Learning will begin a foreign language program in kindergarten and continue through eighth grade. Becoming fluent in foreign language takes years, although children tend to absorb foreign languages more easily than older students and adults. Starting early, this achievement can translate into an advantage as a student progresses, therefore; Arkansas Academy of Higher Learning will introduce the Rosetta Stone Classroom to all grades. With a limited budget and staff, Arkansas Academy of Higher Learning decided that the Rosetta Stone Classroom would best fit the needs of the Kinesthetic style of learning. The Rosetta Stone Classroom creates a solution that allowed a wide range of students from different grades, backgrounds and proficiency skills to attain language skills at their own individual pace and with one-one learning style. Each student that completes our unique educational program will become more confident, have better self-esteem, will learn self-discipline and will have an immense understanding of ethical values and develop strong leadership skills.

The Arkansas Academy of Higher Learning will develop a partnership with the Civil Air Patrol in aerospace technology and cadet programs to build a program of leadership. The Civil Air Patrol, a civilian arm of the U.S. Air Force, volunteers to perform local search-and-rescue missions, however cadet programs is to provide the youth of our nation with a quality program that enhances their leadership skills through an interest in aviation, and simultaneously provide service to the United States Air Force and the local community. The Cadet Program permits every cadet to develop self-discipline, teamwork, and confidence through the study and practice of leadership in an Air Force environment. Students will develop the knowledge, skills, and attitudes necessary for understanding aerospace principles and the impact of aerospace education. Students will participate in a variety of special activities that creates a personal ethical foundation and an understanding of the moral issues of our time through discussion and debate, become physically fit, and develop a lifelong habit of regular exercise. At Arkansas Academy of Higher Learning, the goal of the Cadet Programs is to introduce the leadership element of learning. Students will develop ability to think independently and lead others in an atmosphere of teamwork and mutual respect. CAP introduces youth to Air Force perspectives on leadership through self-paced study, classroom instruction and hands-on opportunities to apply leadership principles to real-world challenges within the Cadet Corps. The goals of the Cadet Program's aerospace education element is to inspire in youth a love of aviation, space, and technology; provide

them with a foundation in aerospace's scientific principles, however the cadet programs at Arkansas Academy of Higher Learning will build character, increase self-esteem, and encourage leader to lead.

D. REQUIRED INFORMATION

STANDARD 1 Results of Public Hearing

The Arkansas Academy of Higher Learning held a public hearing on August 30, 2011 at 6:00 P.M. at the Chamber of Commerce, 116 Maple Drive, Osceola Arkansas. The attendance of the meeting was at low due to date and time. The Director of Arkansas Academy of Higher Learning Mr. Earnest L Frye Jr. presented a Power Point Presentation.

2. Documentation related to public hearing

A. The notice for this hearing first publishing was in the Osceola Times on August 4, 2011, August 4, 2011 and August 18, 2011.

B. The published notice was in 12-point font. The ad was 3 ¾” by 4”.

C. The last publication date of the ad was August 18, 2010, 8 days prior to the Public hearing held on August 30, 2010.

D. Letters announcing the hearing were mailed to all superintendents from whom the school may draw students, including all contiguous districts.

3. Governance Structure

A Board of selected members will govern the school. The Arkansas Academy of Higher Learning Board of Directors chose members from a selection of nominees. The Board members allocate the apparition and idea in the mission of the school and possess the essential skills to provide supervision and direction to the school. Members of the governing board have the knowledge in education, neighborhood improvement, and school business.

Mr. Damon Travis is a long life resident of Blytheville Arkansas. Mr. Travis has served the community of Blytheville for over twenty-five years as a Police Officer. He is currently the Captain of Administration for the Blytheville Police

Department. For the endurance of those twenty-five years, He has been involved in education for Mr. Travis has a certificate in drafting. He served as the state coordinator for the DARE and the Great program. MR. Travis is a Major in the Civil Ari Patrol providing leadership to cadets and other senior members. Mr. Travis will serve as the President of the school board.

Mrs. Jan Sinclair is a long life resident of Blytheville, Arkansas. Mrs. Sinclair has served as a teacher for Blytheville Public school district for over thirty years. She has served as counsel for many different types of schools in the area. She is a certified teacher in English. She will serve the board as Vice- President.

Agnes Lee A resident of Marion, Arkansas. Ms. Lee is a strong community leader. She currently is a Manufacturing Planner/Expeditor Performance Polymers for Envonik Industries. Ms. Lee has numerous years serving and dealing with distributions and logistics. He has a master's degree in business. Ms. Lee will serve the board as secretary/treasurer.

Dean Foster has served the community as a Police Officer. His experience includes dairy manager, sales representative for Amid America, and Tom's representative. He has continued to be an active community member. He will serve as a member on the board.

Arkansas Academy of Higher Learning: Board Procedure

The Board will consist of five voting members. The term for each member will be two years. Each member may serve up to four consecutive terms. The Board Members at their first official meeting will vote on additional members. The officers will serve in a progressive rotation in the following order; President, Vice President, Secretary, and Member. During this rotation, the President will appoint a new member that will fill any vacancies left by the rotation. When a vacancy occurs, the First appointed member would advance to Member 1, the second appointed member will advance to new member will be appointed by the voting members of the board.

The advancing rotation of positions on the board is to ensure the public that the President of the school board has no major influence over any other members on the board. This arrangement offers the members time to gain knowledge and experience of board responsibilities before advancing to an officer's position on the board. It also guarantees the public that in the event of an opening position (in any circumstances) a member will have the knowledge to become a member.

Responsibilities of the School Board

The responsibilities of the board members include the duty to supervise the execution of the education program, procedures and dictatorial supervision. The Board is responsible for guaranteeing that all funding used to operate the school complies with the charter and all applicable legal necessities. The board has final authority over the operation of Arkansas Academy of Higher Learning and is required to maintain the school's constancy and honesty.

Governance

The Board exercises its responsibility and authority over school operations. The School Board makes decisions on matters of importance that will affect the school operations. The governing structure will include planning and policy-making, general supervision and the fulfillment of legal responsibilities. In addition, the Board only has authority to govern as a group. The Board is a shared existence. It cannot make decisions on individual authority, therefore; no individual member of the Board has the power to make decisions for or on behalf of a board member.

Board Members

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

1. Supervision: Through the charter application, the Board adopts and upholds the school's operation and apparition for the school.
2. Preparations: The Board oversees the operations of the school, while entrusting day-to-day operations to the Director and administration of school.
3. Financial: The Board ensures that the school remains a fiscally workable entity by overseeing the school's financial state.
4. Human Resources: The board approves all employment compensation at the school, including benefits, through approval of the budget.
5. Contracts: The Board approves all major contracts.

6. Consultant Support: Board members use their individual skills, knowledge, expertise and/or community relationships to support the school.
7. Community Relationships: Board members act as a supporter and as the legislative body of the school in creating and maintaining relationships with the community.

Requirements of Board Members

A successful Board is important to the achievement of the school. In addition to proficiency, skills, knowledge and relationships, Members must possess the right characteristics and manner. Members having the following characteristics should work successfully with other members and with the school administration to meet the problems that the school could encounter.

1. A member should be passionate and have a unwavering commitment to the school's mission.
2. A member should support the vision for the school and the steps required to realize that vision as well as a strong belief in the school's design and curriculum.
3. A member must have the expectation that all children can complete different levels of academic achievement.
4. A member should understanding of the guarantees enclosed in the school's charter.
5. A member should acquire a willingness to volunteer for one or more Board committees and contribute the proper time and energy to follow through on assigned responsibilities.
6. A member should commitment to a partnership with the school administration.

Required Meetings of the Board

The members of the Board will hold meetings once a month to discuss business, policies or problems of the school. These meetings will take place every third

Thursday of the month. The Board President may call special meetings of the Board at any time.

The Responsibilities of the Board Members

Member responsibilities include the following:

1. Administration: The Board will review applicants and hire a Director for Arkansas Academy of Higher Learning. The Director will then review applicants for the remaining administration and staff of Arkansas Academy of Higher Learning. All applicants are presented to the Board for approval and issuance of contracts.
2. Finances: The Board will continue to provide financial support for the school through private donations, fundraisers and grant funding. In addition, the Board will review the finances of the school every monthly meeting.
3. Advertising: The Board will develop an initial plan for recruitment, retention, and enrolling students.

Personnel Responsibilities

Personnel responsibilities are as followed:

- ❖ Personnel will supervise the day-to-day operations.
- ❖ Personnel will supervise the curriculum with Arkansas common curriculum.
- ❖ Personnel will insure that the school complies with State and National regulations, laws, standards and guidelines.
- ❖ Keep abreast of curriculum changes at the State level
- ❖ Intervene as needed to insure the success of the Academy
- ❖ Communicate needs of the Academy to the Board

Faculty Member Responsibilities:

Responsibilities are as followed:

- ❖ Members are to tell administrators and parents of any needs or concerns.

- ❖ Members should challenge a progressive curriculum and assignments.
- ❖ Members should act as role models.
- ❖ Members should teach while developing creative and new techniques.
- ❖ Members will guarantee discipline in and out of the classroom.

Parents Responsibilities:

- Parents need to be in the student’s life by following the Three R’s.
 1. Reviewing homework for completion
 2. Requiring punctual attendance
 3. Representing your family during schools functions

It is the parent’s responsibility to communicate to the schools needs or concerns Parents should be able to visit the school as freely as wanted or needed. Parents should volunteer time for functions. The value of a parent’s involvement can be a key factor for children trying to achieve his or her goals in their education. Teachers will meet individually with each family before the beginning of the school year to discuss school functions requirements. All board meetings will be public meetings and parents are encouraged to attend to show their support, and share suggestions and/or concerns. In addition, board members can represent a parent to ensure that parents have a direct representation on the board.

Student’s Responsibilities:

- Students should engage in learning to further their academic and social skills
- Demonstrate interest in all aspects of learning essential to success and involvement in the community, entrance into college and/or entrepreneurship
- Complete assigned work promptly each day
- Progressively show leadership as they advance through the Academy

Students play a critical role and must feel that they are part of a team. They can be influential and evaluated according to the State Standards and the school’s mission. The students are a major focal point in all decisions made for the school.

Mission Statement

Arkansas Academy of Higher Learning seeks to create a demanding learning environment that supports high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's will build confidence fostered by positive relationships with students and staff. We make every effort to have our parents, teachers, and community members vigorously involved on our students' learning.

We will fulfill this mission by providing a Kinesthetic style of learning curriculum that focuses on literacy, writing, and foreign language. Classroom instruction will accelerate the learning of all students making certain that each student has their chance to succeed. With proven teachers, the mission will effectively build and maintain a result driven by curriculum and achievement in school leadership. We will measure the goals of our mission by benchmark in grades 3-8 and cumulative knowledge base assessments, authentic portfolio assessments that represent abroad sampling of student learning.

Educational Need

Education in the general sense is any act or experience that has a determining effect on the mind, character, or physical ability of a child. In its technical sense, education is the process by which society deliberately transmits its collective knowledge, skills, and values from one generation to another. A right to an education created and recognized by some jurisdictions. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights requires all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13. Individuals and society derive from economic benefits from human capital investments in people. The Mississippi Delta region of our state has been targeted as one of the areas of greatest need. In traditional public schools, students learn the necessary skills to be unsuccessful and eventually dropping out.

The educational need in Mississippi delta has grown to a climax that we can no longer accept the flow of students from our schools without gaining the accurate knowledge base that is required of them in high school and in college. As working in many different schools, students going into the ninth grade are typically behind. According to the Department of Education, the Osceola School District only 51% of the students graduating is proficient in literacy. Osceola Middle School

acknowledged by demographics and the majority of students are in high poverty and low achievement. African American males are experiencing the lowest achievement in Literacy.

In 2009, the Literacy End of Course Exam, African American females scored 15% Below Basic, 58% Basic, 27% Proficient. African American males scored 37% Below Basic, 54% Basic and 9% Proficient. Caucasian females scored 17% Below Basic, 33% Basic and 50% Proficient. Caucasian males scored 0% Below Basic, 44% Basic and 56% Proficient. The students are as equally low performing in the high school. As experienced firsthand, children do not have the knowledge base in writing, reading, or foreign language. Arkansas Academy of Higher Learning believes that by changing the instruction of our children and by learning and developing skills, we can change student's character and actually begin contributing to their lifelong skills needed to achieve greatness. For these reasons, there is general agreement that we should be teaching to understand a subject enough to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new instructional strategies put the teacher more into the role of course designer, discussion facilitator, and the student more into the role of active learner. In any cases, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they experience life and its many challenges. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. The quality of teachers is the single most important factor affecting student performance, and in Mississippi County Delta region of our state is in place of that need.

EDUCATIONAL PROGRAM

The educational philosophy of Arkansas Academy of Higher Learning believes that all students should have the opportunity to become a successful student. Students will possess a strong foundation of basic academic skills and broad knowledge base in the disciplines of reading, writing, and foreign language. Students will be successful, confident communicator, and problem solvers. Students will directly participate in one-on-one teaching, Kinesthetic learning, and teamwork. Students will learn to operate effectively in a tutoring program.

Arkansas Academy of Higher Learning will relate its curriculum objectives to the Arkansas State Common Core Standards in addition to designing a curriculum that will enable students to reach their goals for high school and advance placement classes. We do plan to change what the local district and the state of Arkansas feel are the appropriate academic outcomes, by increasing those

outcomes. AAHL will ensure that all students master or exceed all the skills and content under the Arkansas State Standards. AAHL will teach our students leadership skills that will build decision-making skills and core values. Teachers will work with students to capitalize on each student's needs. For the student's needs, teacher will determine each student's performance level and record them in their portfolio. These portfolios will show the weakness and strong points of a student success. At that time, a student will be placed into an after school-tutoring program to address the weak points. With expectation, Arkansas Academy of Higher Learning will increase student learning, one-on-one teacher to student teaching, and ensuring students leadership skills.

Arkansas Academy of Higher Learning will focus several methods such as:

1. Hands On" learning- Based on **Kinesthetic** learning style, students will become do-ers
2. Direct and Indirect whole-class instruction, class work done in class as directive work and homework, which will be Indirective includes reading ahead and writing assignments.
3. One-on-one teacher instruction- students will have small classroom attendance giving teacher time to address one-on-one student to teacher relationship.
4. Student Tutoring- after school tutoring programs for students that are struggling below state and school academic levels.
5. Computer Classroom- students spend one hour a day in the Rosetta Classroom spending time on foreign language. as students progress, students will be increasing skills with micro-soft programs such as word for writing, excel for business math, and power point for class presentation.
6. Literary Education- students will read from an approved list and increase student's ability to detect a wide range of models within a literary text.

The Core Subjects at Arkansas Academy of Higher Learning

Reading Program

Arkansas Academy of Higher Learning will pre selected reading material. School personnel and the board of directors will approve the material. Students will increase their ability to detect a wide range of models within a literary text. Students will enhance process of gaining meaning from print. Techniques such as directed listening and thinking activities can be used to aid children in learning how to read and reading comprehension. Key to all literacy is reading development, which involves a sequence of skills that begins with the ability to understand

spoken words and decipher written words, and finishes in the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds, spelling patterns, word meaning, grammar and patterns of word formation all of which present a necessary foundation for reading fluency and comprehension. Once these skills mastered, students can attain complete literacy, which includes the capacity to approach printed material with a critical examination, deduction and synthesis. At Arkansas Academy of Higher Learning, students will be expected to write and to use information and insights from texts as the basis for their decisions and creative thought.

Writing program

Arkansas Academy of Higher Learning will use on-demand writing, journals, and quick writing ideas, creative writing, mastering the paragraph to writing an essay. Cursive writing is a direct link to a Kinesthetic style of learning. Learning cursive writing helps students develop reading, communication, and fine motor skills. Students at Arkansas Academy of Higher Learning will learn cursive hand writing in the first grade. Arkansas Academy of Higher Learning believe learning cursive first allows students to write letters fluidly from memory, leading to increased writing speed and the ability to better focus on content.

Foreign Language Program

Arkansas Academy of Higher Learning will begin a foreign language program in kindergarten and continue through eighth grade. Becoming fluent in foreign language takes years, although children tend to absorb foreign languages more easily than older students and adults. Starting early, this achievement can translate into an advantage as a student progresses, therefore; Arkansas Academy of Higher Learning will introduce the Rosetta Stone Classroom to all grades. Starting in kindergarten, students will have one-hour per-day in the Rosetta classroom. Computers will be set up with the Rosetta software and each student receives a specific computer. While on their computer, Rosetta program offers many different combinations of images, text, and sound, with difficulty levels increasing as the student progresses, in order to teach various vocabulary terms and grammatical functions intuitively, without drills or translation. The software is collectively design to teach languages the first way languages are learned. Some of the materials are reusable from lesson to lesson, which invoke long-term retention.

Common Core Curriculum

Arkansas Academy of Higher Learning core subjects are reading, writing, and foreign language, however; AAHL will teach the remaining common core curriculum. These classes include Science, Physical Education, Health and Safety,

Fine Arts, Mathematics, Oral Communication and Social Studies. Arkansas Academy of Higher Learning recognizes in kindergarten through 8th grade it is important to establish the learning base needed for achievement which carry on to a demanding high school program of study.

School Culture

Arkansas Academy of Higher Learning is a 190 days school. The First Semester is 91 Days; the second semester is 89 Days. The first day of school will be Monday August 20, 2012 and the last day is June 5, 2013. Because the school year concludes in June, Summer School will extend through the middle of July. Students will attend school from 8:00 a.m. through 3:00 p.m. The tutoring program will began at 3:00 P.M. to 4:00P.M. AAHL will provide breakfast for students from 7:30 A.M. until 7:55 A.M. Monday through Friday. Lunch will begin starting at 10:45 A.M. until 12:00 P.M. Students will be required to wear school uniforms. Teachers will to meet prior to the school year. Teachers are required to report to the school approximately two weeks to plan for the upcoming school year. Teachers will use this time to design their goals, objectives, and curriculum for the school year. Teacher will use a provided lesson plan. The advanced planning, the extended time school time (tutoring program), and the level of dedication by the school officials will provide multiple learning opportunities for students.

Measurable Goals: Collecting, Profiling, and Analyzing Data

Arkansas Academy of Higher Learning is structuring an exclusive and diverse charter school that utilizes many different forms of monitoring to review student achievements. Arkansas Academy of Higher Learning is committed to student learning and achievement for each individual student. As students, attend Arkansas Academy of Higher Learning will maintain the most current two year history of data that is available for each student. AAHL will maintain this data in the yearly Arkansas Comprehensive School Improvement Plan. Kindergarten will have an entrance exam. AAHL will give Mid Year Exam or Semester test. Grades 1-3 will take the SAT 10 and will take the SAT 10 again in the eighth before exiting the school. Benchmark will be given in grades 3-8.

Assessment of Progress

All students will participate in the appropriate grade level State mandated testing. AAHL will perform the State's testing at the appropriate time during the school year. Students who do not pass the test at proficient status will be required to enroll

in the tutoring program to ensure success in the next year. Professional Development is a aspect for the achievement. The rate of the development of academic programs within AAHL is constantly reviewed to ensure that the faculty is continually maximizing student achievement.

Academic Focus

All students are expected to meet the State and Federal recommendations. Students who cannot meet the desired requirement they will enter a tutoring program according to the level of need. Students will have portfolios for monitored results on academic achievements. Students enrolled in the AAHL will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Benchmark Exams in Literacy.

Math:

Goal 1: Student Math growth: After a baseline measurement year, students will demonstrate expected or value-added improvement on the Benchmarks assessment tests.

Reading/ Writing:

Goal 2 and 3: Literacy and writing growth: after a baseline measurement year, students will demonstrate expected or value-added improvement on the Benchmarks assessment tests and On-Demand Writing Assessments. Students who have spent five full years at the school will, on average, score or better on Arkansas Benchmark Exams in literacy/writing than students in schools in the Osceola Public School area with similar demographic compositions.

Goal 4: The Academy will increase enrollment yearly. The Academy will strive to fill 90% enrollment seats within the first year of opening, and will increase with 50 additional students each subsequent year.

Goal 5: The Arkansas Academy of Higher Learning will seek and retain highly qualified and talented faculty.

Curriculum Alignment Process

The Arkansas Academy of Higher Learning identifies the Arkansas Curriculum Frameworks recognized by the Arkansas Department of Education. AAHL will ensure that all state goals and objectives relative to curriculum are met. Alignment process is through professional development with teachers under the direction of the Schools' Director. As a measurement of success is required, each teacher will

be responsible for a lesson plan per lesson instructed. Teacher's daily lesson plans are to be turned in on a weekly basis and will note lesson details accordingly. Students will demonstrate knowledge of the standards and the learning expectations throughout the lesson plan. The Student's work reflects their achievements and the student work are posted throughout the school and in classrooms for faculty and visitors. In addition, these achievements will place into the student personal portfolio. The increased Knowledge base is evidence that performance on all state mandated testing has been achieved. Throughout the academic year, Arkansas Academy of Higher Learning will offer reinforcement through professional development, teacher meetings and assessment of practices to plan Alignment of State Standards. Due to testing timeline, the school expects all standards covered at least once by testing. After testing, the results are recapped at the end of the year. AAHL will continue to keep up with any ongoing updates to State Standards as they become available and shall remain current on any Professional Development.

Geographical Area Served

Arkansas Academy of Higher Learning is focused on students in Northeast Arkansas, Mississippi Delta region. Osceola Public School District and Rivercrest School District will be in the area served. AAHL will be an Open Enrollment Public Charter School. This implies that our geographical area will not be restricted by district constraints and will allow student enrollment from all areas of the state of Arkansas. Arkansas Academy of Higher Learning will be located at 118 Popular, Osceola Arkansas 72370.

The contiguous school districts that may be affected are Osceola Public School District and Rivercrest school District. The total combine district that will be affected is around 1500 students that includes pre-school.

Performance Annual Report

The director will use data from all of these assessments to prepare an annual report, which will be released to all parents and interested community members. The report will include test data from the school, which is compared to the year's progress of the school's earlier marks. It will also include information on all other key parts of the school, including Board performance, fundraising, and teacher and student successes in individual classrooms. Arkansas Academy of Higher Learning agrees to provide a report at the end of each school year to parents, the community, the local school board and the state board indicating progress toward meeting the

performance objectives as stated in this charter. We will also publish each annual report each year in a local newspaper and on the school website.

Enrollment Criteria and Selection Processes

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

In the event that more students apply to the school than can be accommodated, under the terms of the charter, AAHL will use a first come first serve student selection method. The director with approval of the board will conduct this method. The total number of students admitted to the school will not exceed 400 without formally amending the charter. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools. In year two and thereafter fifty students will be added, first preference will be given to returning students, will automatically be assigned to the school. Students on the waiting list will be contacted and the first fifty will be admitted. If the student on the list turns down admittance then the next student take his or her place. This method will take place until the school reaches its maximum capacity. In compliance with federal law, the schools marketing efforts will be equitable to all populations within the area regardless of race, disability, ethnicity and gender. We will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. We will not discriminate against potential employees, employees or pupils in violation with any state or federal law. We will be nonsectarian in the programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution. One of the essential functions of the school is the development of an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

The recruitment efforts of the AAHL consist of the following components in an effort to reach administrators, staff, parents and students.

1. Advertise in local newspapers
2. Local radio and TV stations to gain public relations
3. Post flyers where permitted, including local establishments such as restaurants, supermarkets, storefronts, etc.
4. Host community meetings
5. Open House will allow interested parents to tour our facility, meet the founders, administration and staff and to learn about the mission of AAHL.

Job Descriptions of School Director and Other Key Personnel Board Members

A Board that governs the school is responsible for ensuring the school fulfills its mission is faithful to its charter, and remains financially viable will lead the Arkansas Academy of Higher Learning. Exclusively, the Board is given the ultimate power of regulating financial and academic progress.

They are accountable for ensuring that all funding used to operate the school complies with the charter and all applicable legal necessities. They will review and approve finances monthly and the overall budget annually. The Board will oversee the functions of the Director to make certain that he is fulfilling his obligations and responsibilities. They will evaluate the performance of the students academically to make certain that we are meeting our goals and fulfilling our mission. It is the responsibility of the Board to monitor the implementation of the education program, policy and regulatory guidance.

All Board members must demonstrate:

- Dedication to promote the vision and mission of the school
- Anticipation that children can and will achieve high levels of academic achievement
- Enthusiasm to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work in a team structure

School Director

The Director shall have at minimum a Master's degree and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications, the Board of Directors in selecting a director will look only for the most highly qualified individual to serve in this capacity.

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the Board

of Directors. The School Director will have the responsibility of managing the school's daily operations. The School Director will allocate his time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader. The director shall be responsible for hiring all school personnel upon approval of the Board.

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

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

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

Persona:

- A strong team leader
- Hard-working and devoted
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Constantly reflecting and improving
- Possesses a high degree of reliability
- A strong ability to teach
- Knowledgeable in all subject matters
- Knowledgeable in budgets and finances

Teachers

The school will not require teacher certification on all teachers. It is the intent of the school to employ only highly qualified, degreed teachers with exceptional qualities in training, experience and teaching ability. The primary responsibility of the teacher is to ensure that all students are meeting or are on

target to meet the goals and therefore the mission established by the school. This is accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers are required to submit weekly lesson plans to the school director in advance and approach him with any concerns or questions. Teachers are responsible for continually maintaining high expectations and providing opportunities for the students to thrive not only academically, but socially and physically as well. Teachers are responsible for monitoring students during breakfast, homeroom, and independent study times. Teachers are expected to show their support to students constantly, by being available by phone, by providing extra help and consistently contacting parents.

Student Coordinator

The Student Coordinator will perform various complex record keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, evaluating student transcripts, maintaining student records and providing assistance in general functions of the school office.

Bookkeeping

The bookkeeping will have the primary responsibility of running the school’s business and financial operations. Complete Consulting, 10510 Hwy I-30 Little Rock, AR 72209, will do these responsibilities.

Custodian

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

Below is the proposed personnel need for the year 2012-2013

School Director	1
Student Coordinator	1
Teachers (classroom)	10
Special Education/Classroom Teacher	1
Guidance Services/Counselor	1
Nurse	1
Food service	2

Total positions 17

Business Office

The School Director and Complete Consulting will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The School Director will present the proposed budget to the Board of Directors for approval at its regularly scheduled board meeting. At least two or more quotations or bid proposals will be obtained on all necessary items (\$1000.00 or more). All local, state and federal laws followed. Purchase orders are used on all items. The Director checks the purchase order against the budget. The purchase order is sent to the Complete Consulting for final approval. The School Director will sign the checks, and a co-signature will be required for checks over \$5,000.00. Financial transactions are reported to the school board. All inventory and financial records will be kept with APSCN software as required by the state.

Annual Audit

Annual Audit will be performed by Complete Consulting will work with the State of Arkansas in compliance with Arkansas Code 6- 1-1(101). Arkansas Academy of Higher Learning will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective whether the school is meeting its goals.

Reporting Education Data

Arkansas Academy of Higher Learning will fully participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, as required. The school will hire a full-time Bookkeeping firm to work with this data network. APSCN will be used for all educational data as well as financial data.

Facilities Description

Arkansas Academy of Higher Learning has entered into an agreement with of leasing the proposed facility at the North End of Popular in Osceola, Arkansas. The Facility Use Agreement and Lease are included. All facilities will meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The proposed new facility will instruct grades K – 8 and have an initial capacity of approximately 200 students. It will include multipurpose room to be used as a cafeteria, and auditorium. The building site and proposed facility is centered in the town square next to the courthouse and is within walking distance of many students.

Identification of Proposed Facility Owner and Relationship:

Arkansas Academics Inc. will be the owner of the proposed facility.

1. No Board member, employees, administrator of the school has a relationship with the owner.
2. The owner has no relationship between and the employees of the public school district where the proposed open enrollment public charter school will be located.
3. Arkansas Academics Inc. which is also the eligible entity sponsoring the open-enrollment public charter school.
4. The facility will meet all federal and state requirements for a school building, including ADA and IDEA.

Student Services

Guidance Program: Counseling and guidance service for the school will be provided with a properly licensed counseling professional. The school plans to hire a full time guidance counselor.

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

Media Center: It is the intent of the school to use the facilities and collections of the local public library system.

Transportation: The school does not plan to provide transportation.

Food Services: The school intends to participate in the USDA's Child Nutrition Program as administered through the Child Nutrition Unit of the Arkansas Department of Education. The school intends to make available meals for other students at a reasonable cost through our food service department. The food service department will consist of a food service director and one food service worker.

Special Education: The school realizes the importance of adhering to all aspects of IDEA regarding students with special needs. The school will employ a certified special education instructor and will comply with all federal and state regulations

concerning IDEA, 504, and IEP implementation. The school gladly accepts the responsibility of educating children with special needs.

Gifted and Talented Program:

The school will not offer a formal, separate gifted and talented program.

Alternative Education:

The school will not offer an alternative education program.

Food Services

The school will provide hot and cold wholesome meals for all students every day at a practical cost. The food service director will ensure that set of choices are healthy and that foods that may trigger any severe allergies are left either out or easy to identify. AAHL will serve breakfast and lunch. All meals will comply with the federal food nutrition guidelines. Students will have milk, fruit and an entree each day, and there will be other options to include students with dietary restrictions. We will actively work with the Food Nutrition Department of ADE to accommodate those students who need free or reduced price lunches.

Parental Involvement

Arkansas Academy of Higher Learning is committed to involving each parent as a co-worker in his or her child's education. Student and parent orientation provides families to learn about the school's academic program. Parents and student tours are recommended of the school facility and receiving the Student Handbook. All new students, families and staff participate in an open house to welcome them to the community. Weekly communication from both the school leaders and classroom teachers will provide ongoing updates on school events, classroom instruction and individual student progress. Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

Exemptions from Provisions of Title 6

Request a waiver from 6-2-17, Subchapter 3 (301) (d), 6-17-309.

Employment of Certified Personnel. We request this waiver because part of the strength and promise of a charter school is that it can "operate independently of the existing structure of local school districts." Our autonomy is crucial to implement the program we have designed and to inspire educational professionals to dedicate themselves to the work of teaching children and to execute at a level not yet seen in many K-8 settings. Our staff and board need the flexibility to offer the raises and salaries they see fit, adhering to the school's compensation policy and all relevant

laws ensuring non-discrimination, so that they can recruit, promote, and retain the most talented staff possible. We ask not to be limited to only 7.5% raises and to be exempt from having to petition the state board to go above this number if the situation, market, and employee's performance warrant such a raise.

Request a waiver from 6-2-17, Subchapter 4 (401), or 6-17-401. Teacher's license requirements. This part of the law requires all teachers to be licensed in order to teach and to be paid. Finding teachers who are passionate about their teaching and who have deep knowledge of how to teach core subjects who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have their experience in a private school or have taken some non-traditional path to the classroom. All of our teachers will be Highly Qualified and will need to meet specific and rigorous network hiring standards. However, within those requirements, the Director should have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license.

Request a waiver from 6-2-17, Subchapter 9 6-17-919. Warrants void without valid certificate and contract. Arkansas requires a teacher to be certified and under contract in order for his or her pay warrant to be valid.

(a) All warrants issued in payment of teachers' salaries are void unless:

- (1) (A) The teacher is licensed...in the State of Arkansas...or (B) The public school district employing the teacher has other documentation from the Office of Professional licensure of the Department of Education authorizing employment of the teacher under the conditions set forth by the department in the documentation;
- (2) The teacher has been employed by a valid written contract; and
- (3) Copies of such contract are on file in the office of the county treasurer or the school district treasurer if the school district has its own treasurer.

Since we have requested a waiver from the requirement that teachers be licensed,

Request a waiver from 6-2-17, Subchapter 24(2403)(a), or 6-17- 2403(a). Minimum teacher compensation schedule. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. A payment policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees.

Request wavier 10.02 CLASS SIZE AND TEACHING LOAD. We believe there is evidence-based research of the benefits to class size. This waiver will allow for the flexibility needed to coordinate staff with the needs of the students.

Request waiver of 16-02-3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. The School is less than a block away from the public library. The School will use those facilities.

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

Request of wavier 6-16-102 - School Day

There may be a need for school day flexibility to meet students needs. The school day will be regularly scheduled from 8:00 am to 3:00 pm with a tutoring program beginning at 3:00p.m.

Request of wavier 6-17-114 - Daily Planning Period

The school will not provide teacher-planning time and it is not guaranteed to meet the minimum minutes/week. Teachers and administrators have daily lesson plans that can be work ahead of time. By cutting out planning time, teacher will have more time to teach one-on-one.

Request of wavier 6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983

AAHL will ensure that all due process procedures will be followed for all employee dismissals.

Request of wavier 6-17-2302 - (Act of 1591 of 2007, regarding Business Managers)

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

Standards for Accreditation – X. Personnel

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

Request of wavier 6-18-213 - Attendance records and reports generally. (f)(1 & 2) an open entry/exit, year round system. Students will enroll/exit any day of the school year. Ten+ days of absence may occur for some residential students visiting home.

Request of wavier 6-18-508 - Alternative Learning Environment

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

Request of wavier 6-17-1702 through 6-17-1705

Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

Requested wavier 6-25-101 et seq. - Public School Library Media and Technology Act

Media will be available through on-line research links, encyclopedias, and a variety of internet resources in addition to local public libraries. No media specialist will be employed. Instructional staff in each classroom will serve to teach students to access services outside of school, using technology and as teachers of information and technology skills.

Requested Wavier 6-42-101 et seq. – Gifted and Talented Children ADE Rules Regarding Gifted and Talented Program Standards for Accreditation – 18 - Gifted and Talented Education

The school will provide included services within its school year to meet the needs of students and not have a Gifted and Talented services.

Requested Wavier 6-17-908 - Teachers' Salary Fund

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

DESEGREGATION ASSURANCES

The Arkansas of Academy of higher learning is a public, open-enrollment charter school created to bring educational opportunities to all children regardless of race, religion, or community status. AAHL will abide to all pertinent federal laws and all civil rights laws. AAHL is an open-enrollment school that may draw students from anywhere in the state. The beginning enrollment is expected to be 170 to 200 students with the same racial make-up as Osceola Public Schools. After a four-year enrollment plan, the school will reach 400 students. The impact will very small on all schools but Osceola public schools will see decrease in enrollment.

DAILY SCHEDULE

BLOCK	Time	Minutes
1	8:00 – 9:00	60 min
2	9:05-10:05	60 min
Break	10:05-10:20	
3	10:20-11:20	60min
lunch	11:20-11:55	
4	11:55-12:55	60min
5	1:00-2:00	60min
6	2:05-3:00	55min
	Total Time	355 min

Attachment 1

Arkansas Academy of Higher Learning

Public Hearing

Please Sign In

08/30/11

Name	Address	Phone Number
Jan R. Sinclair	1012 Golf Links (Bly)	870-623-5852
Calvin Quetef	398 S. Emma ^{Cocah} Ln	870-563-1697
Donna Davis	Blytheville	870-740-8843
Donna York	Osceola	822-0108
Marshall Foster	Blytheville	740-5866
Janice	Cocah	870-563-1623
Mary Quetef	Blytheville	870-623-4808

Proof of Publication

STATE OF ARKANSAS
County of Mississippi

I, Sandra Brand

do solemnly swear that I am
GENERAL MANAGER

of The Osceola Times, a weekly newspaper
printed in said county, and that I was such
at the date of publication hereinafter
stated and that said newspaper had a
bonofide circulation in such county at said
dates, and had been regularly published in
said county for a period of years next
before the date of the first publication of
the advertisement was published in said
newspaper 3 times for 3
issues consecutively, for first insertion
therein have been made on

the 4 day of August, 20 11
and the last on the
18 day of August, 20 11

Sandra K Brand
officer

Sworn to and subscribed before me
this 18 day of

August, 20 11

Step L Knox

Notary Public

My Commission Expires:
January 18, 2018

Cost of Proof \$ 144.00
Total \$ 144.00

Received payment 8/4, 20 11

The Osceola Times

bought the \$10,000 lucky
at Dodge Store 621 in

the week

the total process of
making Arkansas gov-
ernment work smoothly
for the benefit of all cit-
izens," declares
Governor Beebe. "I urge
my fellow citizens to
join me in expressing
gratitude to these pub-
lic servants for a job
well done."

Governor Beebe pre-
sented the proclamation
to Arkansas State
Employees Association
(A.S.E.A.) executive
director Danny James
in an Aug. 2 ceremony.
A.S.E.A. is a nonprofit
organization working to
improve state govern-
ment and state employ-
ment.

College will offer Facebook from 6:30-8:30 p.m.,
Monday, Sept. 26.

The class will be held in the Sullins Building in
the computer lab on the Blytheville campus.

Students will learn the many uses of Facebook
and how to create an account to connect with
friends.

**Arkansas Academy of Higher Learning
of Osceola Arkansas**

plans to submit an application to
the State Board of Education to
open a public charter School
in Osceola, Arkansas.

**Notice of Public Hearing
Osceola Chamber of Commerce
Osceola, Arkansas
Tuesday August 30, 2011
6 p.m. to 7:30 p.m.**

All are welcome to join us to learn
more about Arkansas Academy
of Higher Learning academics
and the education opportunities
we will bring to our community.



Arkansas Academy Of Higher Learning

2012-2013 School Calendar

Monday-Friday	August 13, 14, 16, 17	Pre Planning
Wednesday	August 15	Staff Development Day
Monday	August 20	First Day of School for Students
Monday	September 3	Holiday
Friday	October 19	Statewide Professional Day
		Student Holiday/Teacher Non-Workday
Thursday	October 25	End of 1 st Marking Period (47 days)
Friday	October 26	Student Holiday/Teacher Workday
Monday	October 29	Begin 2 nd Marking Period
Monday - Friday	November 19-23	Thanksgiving Break Nov. 19 – 21 – Student Holidays/Teacher Non-Workdays Nov. 22-23 – Student/Teacher Holidays
Two Weeks	Dec. 24 – Jan. 4	Winter Break
Monday	January 7	Students return to school
Thursday	January 17	End of 2 nd Marking Period (44 days)
Friday	January 18	Student Holiday/Teacher Workday
Monday	January 21	Holiday
Tuesday	January 22	Begin 2 nd Semester/3 rd Marking Period
Monday	February 18	Holiday
Thursday	March 21	End of 3 rd Marking Period (42 days)
Friday	March 22	Student Holiday/Teacher Workday
Monday-Friday	March 25-29	Spring Break
Monday	April 1	Begin 4 th Marking Period
Monday	May 27	Student/Teacher Holiday
Wednesday	June 5	Last day of school

Thursday-Friday

June 6-7

End of 4th Marking Period (47 days)
Post Planning

Because the school year concludes in June, Summer School will extend through the middle of July.

1st Semester: 91 Days (47/44)

2nd Semester: 89 Days (42/47)

Paid Holidays for 10-month Instructors: Labor Day, Thanksgiving (2 days), New Year's Day, Martin Luther King, Jr. Day, Memorial Day

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

Lessor (Owner): Gamma Mall Inc.

Lessee (Tenant): _____

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

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

The facility is used by Osc. School District for their "Odyssey of the Mind" practice for the past few years. It housed the Community College for over 10 years till it built its own facility.

Premises: 118 N Poplar, Osceola, AR 72370
address

11,000 sq ft
square footage

Terms of Lease: 2 year lease with a 3 year option
No rent increase.

Rental Amount: \$2,000 pm *The lessor will install new HVAC system in S. Unit*

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

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

Lessee: _____
By _____

Lessor: Gamma Mall Inc
By [Signature]

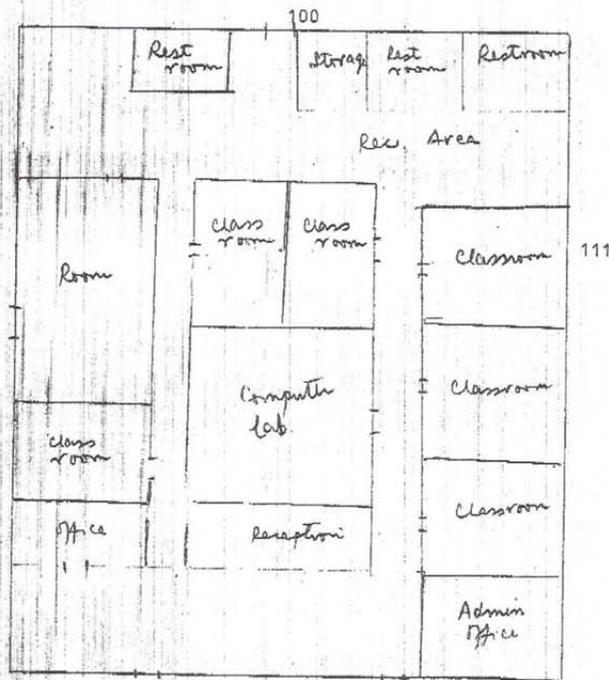
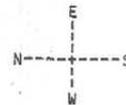
Date _____

Date 8/10/11

GAB
Form 28 (7/76)

Diagram Sheet

Name (Property Owner)	Location	Identification No.
WILLIAM DANE FERGUS TRUST, ET AL	AL 114-118 N. POPLAR, OSCEOLA, AR	34106-30831



Total Square Footage = 11100

All H.V.A.C. systems will be operational.

Prepared By DAVID WILSON	Date 9-10-86	Scale
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GAB

Estimated Budget Worksheet

Revenues	Amount	Total
No. of Students (__200__) x \$6,144.00 State Foundation Funding	1,228,800	
No. of Students (200) x \$41.33 Professional Development	8266	
No. of Students (200) x eligible rate* NSLA Funding	<u>20,2400</u>	
Total State Charter School		<u>1,439,466</u>
 Expenditures		
Administration: Salaries: (No. of Positions 2)	116,000	
Fringe Benefits	23,250	
Supplies and Materials	40,000	
Equipment	<u>10,000</u>	
Total:		189,250.000
 Special Education (positions 1)		
Benefits	45,000.00	
Supplies/Materials	11,250.00	
Equipment	\$2,500.00	
	<u>\$3000.00</u>	
Total		\$61,750.00
 Guidance Services (positions 1)		
Benefits	40,000.00	
Supplies/Materials	10,000.00	
Equipment	\$2,500.00	
	<u>\$2,500.00</u>	
Total		\$55,000.00
 Health Services (positions 1)		
Benefits	\$35,000.00	
Supplies/Materials	\$8750.00	
Equipment	\$3,000.00	
	<u>\$5000.00</u>	
Total		\$51,750.00

Classroom Teachers (12 Positions)	\$420,000.00
Benefits	\$105,000.00
Supplies/Materials	\$20,000.00
Equipment	<u>\$50,000.00</u>
Total	\$595,000.00

Fiscal Service	
Salary	\$60,000

Maintenance/Operation (1 Position)	\$25,000
Benefits	\$6250
Supplies/Materials	\$5,000
Equipment	<u>\$5000.00</u>
Total	\$41,250.00

Food Services (2 Position)	\$32,000
Benefits	\$8000
Supplies/Materials	\$80,000
Equipment	<u>\$50000.00</u>
Total	\$170,000

Facilities	\$24,000
Facilities upgrade	\$30,000
Utilities	\$24,000
Content insurance	<u>\$10,000</u>
Total	\$88,000

Total Revenue	\$1,439,466.000
Total Expenses	\$1,312,000
Estimated net	\$127,466

Attachment 7 continued

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

ARKANSAS ACADEMY OF HIGHER LEARNING
AAHL
% EARNEST L FRYE JR
398 S ERMEN LN
OSCEOLA, AR 72370

Date of this notice: 08-18-2011

Employer Identification Number:
45-3031062

Form: SS-4

Number of this notice: CP 575 A

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

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-3031062. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2012
Form 940	01/31/2013

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

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

1. 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.

1. 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.

1. 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.

1. 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.

1. 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.

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

1. 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.
1. 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.
1. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
1. 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.
1. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
1. 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.
1. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the

state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase

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


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

Date: 8/28/11

Print or type name

Attachment 9

