ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School
New Application

Deadline for Submission: August 31

RECEIVED
AUG 3 1 2012
CHARTER SCHOOL OFFICE

Charter Academy: The Noble Academy

Date Submitted: August 31, 2012

Date Approved: _____

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

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A. GENERAL INFORMATION

Name of Proposed Charter School: The Noble Academy

Grade Level(s) for the Academy: K-12 Student Enrollment cap: 300

Name of Sponsoring Entity: Noble Education Initiative

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

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

Name of Contact Person: John Doak, Ph.D.

Address: 5322 LaBelle Court City: Fort Smith ZIP: 72903

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Daytime Phone Number: (479) 420-5550 FAX: 469-287-5503

E-mail: jdoak@txite.org

Charter Site Address: To Be Determined City: Fort Smith

ZIP: 72903 Date of Proposed Opening: August 2013

Chief Operating Officer of Proposed Charter (if known): To Be Determined

The proposed charter will be located in the Fort Smith Academy District.

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 Academy as well as the proposed application process. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Dr. John Doak	Position: Consultant	State of Residence: AR
Name: Mrs. Lauren Gann	Position: Consultant	State of Residence: AR
Name: Mr. Adam Brandt	Position: Consultant	State of Residence: AR
Name: Mr. Steve Clark	Position: NEI Chairman	State of Residence: AR
Name: Mr. David Ballard	Position: Consultant	State of Residence: AR
Name: Mr. Chad Williamson	Position: NEI Board	State of Residence: AR
Name: Mrs. Kim Rickard	Position: NEI Board	State of Residence: AR
Name: Mr. Kenny Tomlin	Position: NEI Board	State of Residence: AR

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

13,859 (FSPS Total District Enrollment)

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

Fort Smith, Van Buren, Alma, Hartford, Hackett, Mansfield, Greenwood

B. GENERAL DESCRIPTION

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The Noble Academy is a performance-based, universally-designed studio learning community committed to the preparation of compassionate, service-oriented graduates with the knowledge, skills, and dispositions to assume authentic and relevant leadership roles within a global society. To ensure that every student earns a high school diploma, the Academy is staunchly committed to using accessible, measurable, and research-based educational practices to promote a culture of college and career readiness. Since our educational philosophy is based on the findings of 21st century learning, cognitive, and neuroscience research, we developed an interlocking four-tiered school design that enhances and expands the current educational options for K-12 students residing within the Greater Fort Smith Region. The four tiers of our school design are: (1) Educational Technology; (2) Universal Design for Learning; (3) Studio-Based Learning; and (4) Competency-Based Education. These four tiers support a dynamic hybrid school design built upon dual web-based and face-to-face instructional platforms. Our school design prepares all students for the realities and demands of the Information Age by increasing opportunities to access an academically-rigorous curriculum through technology-rich supports and services.

D. REQUIRED INFORMATION

Application Standards:

Standard 1:

NEI held a public hearing in the Carnegie Room of the Fort Smith Public Library's Main Branch at 3201 Rogers Avenue Fort Smith, Arkansas on Saturday, August 18, 2012 at 1:00 pm. Nineteen individuals from the local community attended the hearing (Attachment 1.a.). Dr. John Doak, NEI consultant, presented an overview of the proposed charter Academy and its educational design (Attachment 1.b.). Following the hearing, each attendee was asked to complete an anonymous survey consisting of eight demographic and open response items (Attachment 1.c.). All surveys were completed and returned for analysis. Data analysis indicated 100% of the respondents lived within the Fort Smith community and supported the establishment of the proposed UDL-based, K-12 public charter school. The majority of respondents (90%) indicated that they intend to enroll their child in the charter Academy, if approved. A qualitative analysis of the open response questions indicated that seven respondents were dissatisfied with the minimal role of technology in their child's public school. Twelve respondents indicated dissatisfaction with the academic performance of their child's school. One respondent indicated that his/her child's exceptional learning needs were ignored by the classroom teacher.

Standard 2:

A public notice was published for three consecutive weeks prior to the date of the public hearing in the *SW Times,* a local newspaper with general circulation in the City of Fort Smith. The notice of the public hearing was not published in the classified or legal sections of the newspaper. The last notice of the public hearing was published seven days prior to the hearing (Attachment 1.d.). Within seven calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Noble Academy is likely to attract students. Certified letters were sent to the superintendents of the following school districts: Fort Smith School District, Van

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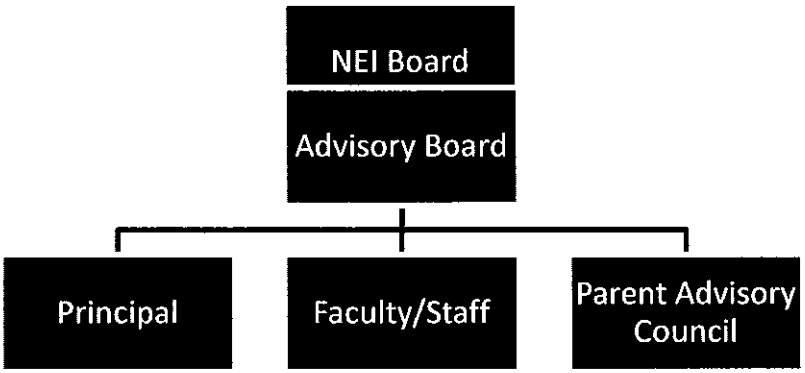
Buren School District, Alma School District, Greenwood School District, Hackett School District, Hartford School District, and Mansfield School District (Attachments 1.e., 1.f. and 1.g.).

Standard 3:

The Noble Education Initiative (NEI) is a non-profit corporation that exists to enhance equitable and optimal educational opportunities for all K-12 students. To prevent any potential conflicts of interest, the NEI Board of Directors will establish an autonomous Advisory Board to serve as the governing body and legal operator of The Noble Academy. The following organizational flow chart illustrates the governance structure of the Advisory Board and Academy stakeholder divisions:



Academy governance is based upon reciprocal relationships between the NEI Board of Directors, Advisory Board, Principal, Faculty/Staff, and Parent Advisory Council. Each division exits to support the continuous identification and improvement of educational programming, policies/procedures, and student learning outcomes. The NEI Board of Directors ensures that the composition of the Advisory Board includes members with the expertise, integrity, and experience to achieve all established Academy objectives. The principal is ultimately responsible for linking Advisory Board rulings to daily school management. The faculty/staff is responsible for advancing the educational mission of the Academy as promulgated through the Advisory Board. The Parent Advisory Council is responsible for representing parental, student, and community interests to the Advisory Board.

Accordingly, each division will support the work of the Advisory Board to establish and advance the mission of the Academy. The Advisory Board will hold open public meetings on the first Monday of each month throughout the academic year. The mission of the Advisory Board is to provide guidance, expertise, and leadership for all Academy programs, policies, and procedures. The Advisory Board will ensure the continuous development and refinement of the Academy's educational program. The role of each Advisory Board member is service-oriented and voluntary.

Roles and Responsibilities

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Principal:

Since Academy enrollment will not exceed 300 students, the Academy will employ a full-time campus principal who holds a Master's degree or higher from an accredited college or university and a valid Arkansas Administrator's License, Teacher Licensure in a content area and special education (or the equivalent). The principal must have two or more years of educational experience within a public school setting as a teacher and/or administrator. The principal shall be the instructional leader of the Academy and shall be provided with adequate training and personnel assistance to assume that role. The principal must possess the expertise and experience within the following areas:

• Program development, effective teaching methods, and program evaluations.
• Academy finances and budgeting, education law, and student attendance accounting.
• Effective planning, organizing, assigning, and coordinating the activities of a professional and support staff, including team building, personnel evaluations, feedback delivery, and recruiting techniques.
• Ability to clearly present ideas verbally and in writing to develop consensus.
• Techniques to deal constructively with conflict, creative and effective issue resolution.
• Ability to establish and maintain effective working relationships with Academy staff members and community members.
• Understanding of child and adolescent development.
• Applicable federal, state and local regulations.
• Current instructional techniques, concepts, and tools including but not limited to Universal Design for Learning, Competency-based Education, Studio-based Learning, and Educational Technology.

The principal will:

• Assess achievement of curricular goals and the effectiveness of the overall instructional programs.
• Oversee teacher preparation and resources for parent conferences.
• Demonstrate proficiency with data management systems, analyze and communicate student achievement data.
• Use data to target resources, develop and implement strategies to improve student achievement.
• Oversee Special Education teaching resources and implementation of IEPs. Work closely with the Director of Student Services to obtain specialized expertise and to ensure compliance with all state and federal laws.
• Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up.
• Resolve discipline and personnel issues with students, parents, and staff to create a safe, respectful, and positive learning climate.
• Contribute planning and expertise to the development of the annual budget, based on the Academy Improvement Plan.
• Support the efforts of the Business Office in procurement and deposit processes, adhering to procedures and timelines.

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• Understand the Academy budget and its specific implications for all Academy programs.
• Monitor and approve assigned budgetary expenditures.

Faculty/staff:

The Academy will employ full-time classroom teachers who hold a Bachelor's degree or higher from an accredited college or university and a valid Arkansas Teaching License (or the equivalent) in all of the following areas: a general education content area, special education instructional specialist P-4 or 4-12, GT, and ESL. Teachers who are not licensed in one or more of these areas must obtain the additional license(s) within three years of his/her hire date. All teachers must meet NCLB Highly Qualified status, as well. Classroom teachers are responsible for planning, organizing, and presenting activities contributing to educational, social, and physical development of students to enhance their self-worth and equip them with the knowledge, skills, and abilities needed to function in society. Teachers will exercise considerable judgment, tact, patience, sensitivity, and flexibility to successfully educate students from varied socioeconomic backgrounds and learning styles. This position requires creativity and adaptive thinking to match teaching objectives, learning strategies, and instructional plans with students' abilities.

Teaching positions require:

• Knowledge and skills in implementing the Universal Design for Learning, Educational Technology, Competency-based Education, and Studio-based Learning.
• The ability to:

apply knowledge of current education and instructional theories, methodologies, techniques, and principles, knowledge of subject matter, and knowledge of state and federal regulations governing the education of students with diverse learning needs; communicate effectively using a variety of media, work with others as a team, organize and maintain records, manage time and resources effectively and efficiently, and evaluate performance and provide constructive feedback; provide instruction to a class, individual students, or groups of students using such methods as oral presentation, demonstration, discussion of homework assignments, answering questions, offering laboratory directions, and games; plan lessons, including activities such as preparing learning objectives and goals, designing tests or exams, studying material, setting up labs, and preparing exams; facilitate learning in the classroom (e.g., maintain discipline; encourage participation; consult with parents, Academy staff, and other care providers to identify and address social or developmental needs; evaluate student performance; maintain records and document student progress e.g., record grades and absences, provide progress reports; maintain contact with parents in regard to student performance through activities such as parent-teacher conferences, progress reports, letters, and special meetings; and maintain professional development through such activities as classes, conferences, seminars, workshops, and professional journals.

Parent Advisory Council:

The parent advisory council will consist of faculty/staff, students, parents, and community

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members who support the mission of the Academy. The council will consist of ten members (at least two students and one teacher) who are appointed for year-long terms that are renewable for a maximum of two years in total service. Each member will have full voting privileges. Members are appointed through an Academy-wide nomination and voting process conducted on an annual basis. Anyone may nominate a prospective council member. Any student in good standing may nominate himself/herself or another student for inclusion on the council. Council elections will be conducted in the fall and the nominees with the highest percentage of votes will serve on the council. Members selected for the council shall appoint a chairperson, secretary, and treasurer to oversee council service and business operations. The Parent Advisory Council is required to meet at least once per academic quarter. All members shall have the following duties:

- To attend any and all meetings called by the Chairperson of the Parent Advisory Council.
- To notify the Chair when unable to attend a meeting.
- To serve on committees as appointed by the Chair. All members will serve on at least one of the standing committees.
- To vote on any and all motions presented to the Council.

Students

Two students will serve on the Parent Advisory Council and have full voting privileges. Any student in good standing may nominate himself/herself or another student for inclusion on the council. The two student representatives are the voice for the student body and represent its interests and concerns to the council and Advisory Board. To facilitate positive educational outcomes, students must be thought of as participants in, not merely recipients of, the educational process. To improve the quality of the Academy educational program, the student representatives are encouraged to provide timely opinions, ideas, proposals, suggested guidelines, and other student concerns to the council and Advisory Board. Student representatives shall have the following duties:

- To attend any and all meetings called by the Chairperson of the Parent Advisory Council.
- To notify the Chair when unable to attend a meeting.
- To serve on committees as appointed by the Chair. All members will serve on at least one of the standing committees.
- To vote on any and all motions presented to the Council.

Advisory Board Members

1. To encourage Academy-based management and shared decision making;

2. To provide educational opportunities to overcome factors of socioeconomic background or societal disadvantage to ensure that all children learn;

3. To involve parents, churches, business and industry, neighborhood groups, and public and private agencies in defining the goals of education;

4. To develop a system of accountability, in cooperation with higher education, business, and military leaders, to ensure Academy improvement;

5. To establish staff development programs to maintain and improve the professional staff and to

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train all participants for involvement in shared decision making, effective Academying practices, and characteristics of effective organizational cultures;

6. To establish and maintain open communications with students, employees, parents, taxpayers, and government leaders;

7. To establish employee evaluation systems based on student achievement, effective educational practices, and Academy improvement initiatives; and reinforce individual and team accomplishments through employee evaluation and reward systems;

8. To establish personnel selection, retention, and promotion practices to identify and train future leaders; and

9. To protect and advance the mission of the Academy.

Advisory Board Bylaws/Responsibilities

The Advisory Board shall control all aspects of the Academy division's operations within the limits of ADE regulations, and state and federal law. The responsibilities listed below are those of the Advisory Board acting as a unit:

1. Appoint the division Principal.
2. Evaluate the Principal annually using criteria which include, but are not limited to: assessing teacher and administrator skills and knowledge; improving student academic progress; providing for student safety; and, enforcing student discipline.
3. Adopt for use by the Principal clearly defined criteria for a performance evaluation process for faculty and staff that includes, among other things, an assessment of skills and knowledge; student academic progress and gains in student learning; and, effectiveness in addressing student safety and enforcing student discipline.
4. Develop a procedure for use by the Principal in evaluating faculty and staff that is appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including but not limited to, instructional methodology, classroom management, and subject matter knowledge.
5. Establish general policies to be employed in the daily operation of the Academy.
6. Provide oversight through the formulation and administration of rules and regulations governing Academy programs, procedures, and policies.
7. See that the Academy policies/procedures are properly explained, observed, and enforced.
8. Care for, manage, and control the property of the Academy and provide for the erection, furnishing, equipping, and non-instructional operating of necessary Academy buildings and appurtenances and the maintenance thereof by purchase, lease, or other contracts.
9. Represent the Academy and the educational program before the public as opportunity occurs.
10. Operate and maintain the Academy consistent with state and federal statutes and regulations of the Arkansas Department of Education.
11. Determine the length of the Academy term, the studies to be pursued, the governance and methods of teaching within the Academy, consistent with statutes of the Arkansas Department of Education.
12. Control Academy finances by establishing priorities and aligning financial resources in accordance with the Advisory Board's strategic plan. This includes, but is not limited to, examining and approving the budget and capital outlays, awarding contracts, fixing salary

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schedules and wages, overseeing all business transactions, as well as regularly auditing all accounts.
13. On recommendation of the Principal, employ staff, apportion their duties, and provide for handling all related personnel problems.
14. Maintain and improve the Academy plant.
15. Act as a "court of appeals" for employees and laymen citizens who have grievances and students who have disciplinary matters that have already been heard by the proper administrative official(s) without satisfactory resolution.
16. Appoint committee members.

Advisory Board Membership

Voting members of the Advisory Board shall include six individuals appointed by the Board of Directors of The Noble Education Initiative. Members are appointed to two-year renewable terms with one half of the membership appointed each year, effective July 1. Membership is voluntary and without remuneration for services. Upon completion of a term, a member who does not continue with the Board shall be designated an "emeritus board member." Emeritus board members will be kept informed of Board activities and invited to continue close association with the Academy. Emeritus members are regarded as ex-officio members of the Board and are welcome to attend meetings regularly. Advisory Board members shall represent the interests of the following categories: institutions of higher education, public or private K-12 schools, business, and community.

Officers and Committees

The Chairperson of the Advisory Board will be appointed by the NEI Board of Directors. The Chairperson will serve no more than three consecutive two-year terms. The Chairperson will chair meetings of the Board and work with the faculty/staff and Parent Advisory Council to formulate agendas. Standing committees and their chairs will be appointed by the Chairperson of the Board upon consultation with the faculty/staff and Parent Advisory Council. The Chairperson shall:

A. Preside over all meetings of the Advisory Board.
B. Call for agenda items at least five working days prior to all meetings, and publish the agenda at least two working days prior to the meeting.
C. Record, publish, and maintain a file of minutes and actions for each meeting of the Advisory Board.
D. Appoint ad hoc committees as needed.

Community Relations

Individuals requesting information regarding the Academy or visiting the Academy shall be treated in a courteous manner and may expect a prompt and informative reply to legitimate questions. Communications from the public, including petitions, shall receive official recognition by the Academy Board only when submitted with signatures and places of residence. No anonymous communications shall be considered. Except in emergencies the board shall not

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attempt to decide upon any question before examining and evaluating the information any person requests the board to consider. The principal shall be given an opportunity to examine and evaluate all such information and to recommend action before the board attempts to make a decision. All complaints regarding the Academy division or individuals employed by the Academy Board are to be directed to the principal, the appropriate supervisor, or the Principal or his/her designee. Communications from the public shall receive official recognition only when submitted with signatures and places of residence. The individual making such complaints will receive a courteous and prompt reply after an investigation has been made. The Academy Board shall be informed of such complaints when: they indicate a need for change in Advisory Board policy; they seem to represent fairly widespread concern in the community; they raise substantive questions about the adequacy of any phase of the educational program; or they are of such magnitude as to cause undue damage to the image or reputation of the Academy.

Lines of Responsibility

The following principles shall govern the administrative operation of the Academy system.

1. Communications shall flow simply and clearly from Academy divisions to the Academy Board;

2. Staff members shall be told to whom they are responsible and for what functions;

3. Whenever possible, each member of the staff shall be made responsible to only one immediate superior for any one function;

4. Staff members shall be told to whom they can appeal in case of disagreement with the person to whom they are responsible;

5. Staff members shall be told to whom they can go for help in working out their own functions in the Academy program;

6. Each employee in the Academy division shall be responsible to the Academy Board through the principal;

7. All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises;

8. Administrative officers shall refer such matters to the next higher authority when necessary; and

9. All employees shall have the right to appeal any decision made by an administrative officer to the next higher authority and through appropriate successive steps to the Academy board.

Standard 4:

"Every child in America deserves a world-class education."
Barack Obama, President of the United States

The Noble Academy is a performance-based, universally-designed studio learning community committed to the preparation of graduates with the academic, linguistic, entrepreneurial, technological, and interpersonal skills required for success in college and careers. To ensure that every student earns a high school diploma, the Academy is staunchly committed to using accessible, measurable, and research-based educational practices to promote a culture of college and career readiness. To accomplish its mission, the Academy uses myriad SMART (specific, measurable, attainable, relevant, and timely) indicators to determine compliance with three strategic school outcomes: Student Academic Achievement and Choice; School Performance and Environment; and School Leadership and Teacher Quality (see Standard 7; SMART Academic Achievement Goals for mission-aligned indicators).

Since academic rigor without *accessibility* is presumptuous and inequitable, the Academy is:

> Innovative and accessible in order to meet the diverse educational needs of all students, especially those with exceptional learning needs.
>
> Collaborative and committed to partnering with all school stakeholders to accentuate the design, delivery, and evaluation of accessible and rigorous educational services.
>
> Reflective and keenly aware of how human diversity issues impact accessibility to the learning process, including the acquisition of critical analysis and problem-solving skills.
>
> Transformative and committed to accessible studio-based and universally-designed instructional practices to create positive, data-driven learning environments that value diversity, academic rigor, and the meaningful participation of all stakeholders.

Standard 5:

As an open enrollment charter school with an enrollment cap of 300 K-12 students, the Academy will draw students across district boundaries and throughout the Greater Fort Smith Region. The school will be located in Fort Smith, AR. Our students are expected to matriculate from the Fort Smith Public Schools (FSPS) and several contiguous districts, such as the Van Buren, Alma, and Greenwood Public School Districts. The surveys collected during our public information session indicate that the majority of our prospective students will transfer from schools in FSPS, the largest school district within the Greater Fort Smith Region. Approximately 70% of FSPS students are eligible for free or reduced meals as compared to the state average of 59.1%. We anticipate that a small percentage of students will transfer from the Van Buren (55.8% receive free/reduced lunch), Alma (51.1% receive free/reduced lunch), and Greenwood (32.8% receive free/reduced lunch) Public School Districts.

When President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into federal law, the nation recognized the educational needs of K-12 students, especially those

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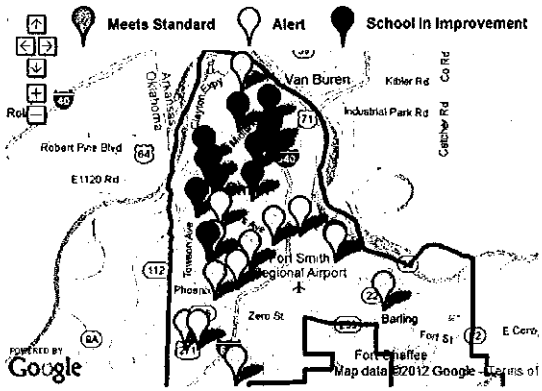
traditionally denied equitable access to the public school systems – students with disabilities, English Language Learners, students from impoverished households, etc. Rod Paige, U.S. Secretary of Education, clearly stated the intent of NCLB: "Every child in America—regardless of ethnicity, income, or background—must achieve high standards" (U.S. Dept. of Ed., 2003a). Despite the progress made under NCLB, the academic achievement of American students still lags behind their European peers. For this reason, the upcoming reauthorization of the Elementary and Secondary Education Act targets a single national goal: "Every student should graduate from high school ready for college and a career. (USDE Blueprint for Reform)"

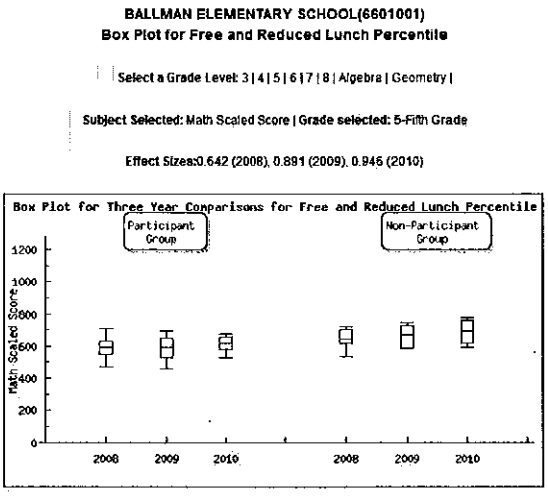
The key to accomplishing this goal is accessibility: accessible high quality instructional services provided by highly effective teachers; accessible supports, services, and resources to overcome academic struggles; and accessible assessments to document student learning outcomes. The stark remediation and high school graduation rates in Arkansas public schools indicate that instructional services are perhaps ineffective due to the lack of accessibility, not the presence of a rigorous curriculum or highly qualified teachers. Instructional barriers prevent students from accessing what is taught and tested. Students with diverse learning needs, background experiences, and economic resources are especially vulnerable to instructional barriers and essentially doomed to failure.

For example, current data from the National Office for Research on Measurement and Evaluation Systems (NORMES) indicates that many students attending Fort Smith Public Schools do not have equitable access to a high quality educational experience. Today, only nine FSPS schools meet AYP standards; thirteen schools have School Improvement status, and the other four have Alert status. The number of state directed schools in FSPS district has increased from five in 2008/09 to eight in 2010/11. For the 2010-11 academic year, four additional FSPS schools were in AYP alert status and three were in Whole School Corrective Action status (NORMES, 2012). The following map below shows a concentrated distribution of schools needing improvement.



According to Analysing Learning Equity Research Trends (ALERT), elementary and junior high schools in the Fort Smith School District have meaningful differences between the Free and Reduced Lunch participant and non participant groups. This represents large educational achievement gaps for 2008, 2009, and 2010. For example, at Ballman Elementary, the mean scaled score in 2010 for Participant Group students was 618.783. The mean scaled score in 2010 for Non-Participant Group students was 692.75. The difference of 73.967 can be statistically computed to an effect size of 0.946 (ALERT). (See graphs below). In 2011, only

34.9% of students attending Ballman Elementary achieved proficient in Literacy and 27.9% proficient in Math. The students at Darby Junior High, only 38.3% scored proficient in literacy, 34.7% math, and 23.4% in science. At the secondary level, Northside High School (NHS) is state directed and has a 2011 graduation rate of 67.6%, dropout rate of 8.3%, and a remediation rate of 58.2%. More than 80% of NHS students are eligible for free or reduced meals.



Overall School AYP Information

Northside High School, Fort Smith, AR

Year	AYP Status	Literacy	Mathematics
2010	School Improvement: Year 6	Overall Literacy Status: SI_M Met Standards for Literacy: YES	Overall Mathematics Status: SI_6 Met Standards for Mathematics: NO
2011	School Improvement: Year 7	Overall Literacy Status: SI_7 Met Standards for Literacy: NO	Overall Mathematics Status: SI_7 Met Standards for Mathematics: NO

In considering these glaring deficiencies, a question arises: Is FSPS preparing students with the literacy skills needed for success in college and careers? From 2008 to 2011, NORMES data indicates that the high school graduation rate decreased from 82.6% to 70% and the dropout rate increased from 3.7% to 4.1% (see chart below). The 2011 graduation rate for students from economically disadvantaged backgrounds stands at 62.3%. The graduation rate for African-American students is an appalling 58.8%. Academically, only 41.5% of the students taking the Algebra I EOC exam scored at the proficient level. For the Geometry EOC, only 43.9% of students scored at the proficient level. Performance results for the Grade 11 Literacy test indicate

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that only 42.5% scored at the proficient level. Unfortunately, 30.2% scored at the basic level. NORMES data indicates that FSPS is not closing the achievement gap nor preparing students for college or the work force after graduation.

FSPS Graduation and Dropout Rates

	2008-2009	2009-2010	2010-2011
Graduation Rate	82.6%	75.2%	70%
Dropout Rate	3.7%	3.3%	4.1%

No Child Left Behind Adequate Yearly Progress (AYP)

Fort Smith Public Schools

	2008-2009	2009-2010	2010-2011
Achieving Standards	8	10	9
First Year Not to Meet Standards (Alert)	4	2	4
Year One of Targeted School Improvement	0	0	0
Year Two of Targeted School Improvement	2	2	1
Targeted Corrective Action	0	0	0
Targeted Intensive School Improvement	1	1	0
Targeted Restructuring	1	1	0
Year One of Whole School Improvement	2	0	0
Year Two of Whole School Improvement	0	2	0
Whole School Corrective Action	0	0	3
Whole School Intensive Improvement	0	0	0
Whole School Intensive Restructuring	3	3	1
State Directed	5	5	8

Standard 6:

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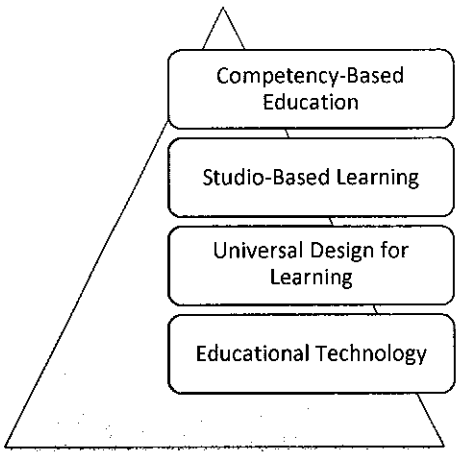
"If we teach today's students as we taught yesterday's, we rob them of tomorrow"
John Dewey

The Noble Academy is a performance-based, universally-designed studio learning community committed to the preparation of compassionate, service-oriented graduates with the knowledge, skills, and dispositions to assume authentic and relevant leadership roles within a global society. Since our educational philosophy is based on the findings of 21st century learning, cognitive, and neuroscience research, we developed an interlocking four-tiered school design that enhances and expands the current educational options for students residing within the Greater Fort Smith Region. The four tiers of our school design are: (1) Educational Technology; (2) Universal Design for Learning (UDL); Studio-Based Learning (SBL); and Competency-Based Education (CBE) (see image below). These four tiers support a dynamic hybrid school design built upon dual web-based and face-to-face instructional platforms. This design prepares all students for the realities and demands of the Information Age by increasing opportunities to access an academically-rigorous curriculum through technology-rich supports and services.

The hallmark of our school design is *accessibility.* Within classrooms across Arkansas, diversity is the norm, not the exception. In fact, modern neuroscience research indicates that learner variability is as unique as the human fingerprint (Rose, 2006). For this reason, every child learns differently and brings diverse background experiences to the classroom. Accordingly, the mission of Noble is to serve all students through *equitable, accessible, and evidence-based* practices that promote optimal learning outcomes. Even the strongest standards-based curriculum becomes an insurmountable instructional barrier when students cannot access what is taught and tested. Arkansas cannot afford to leave any child behind. For this reason, our technology-based UDL platform disintegrates instructional barriers and ensures that all K-12 students, regardless of diverse learning and behavioral needs, language proficiency, or economic status, have equitable access to the general education curriculum and the opportunity to demonstrate mastery of grade-level standards.

Through the power of modern technology, UDL brings accessibility, flexibility, and adaptability to the classroom instructional services and enhances competency-driven, project-based learning experiences that engage students through career and college relevance. UDL-compliant learning studios increase student-teacher interaction and bridge the gap between K-12 educational experiences and successful post-secondary outcomes. Our four-tiered approach to public education will prepare high school graduates with the skills and dispositions to exercise authentic leadership positions throughout all arenas of a global society, e.g. the workforce and higher education.



Unfortunately, a frustrating paradigm tragically plagues the K-12 public education system: Many students, especially those with unique learning and behavioral needs, fail to graduate and many who do are ill-equipped to succeed in post-secondary educational and employment settings. The traditional public education system was originally designed to meet the needs of a society

undergoing industrialization. An efficient, assembly-line, factory-style school and instructional design enhanced the modernization of American society and increased the educational level of the work-force. However, this 19th century, "one-size-fits-all" approach no longer accommodates the learning needs of 21st century digital natives who thrive in personalized technology-rich environments.

The traditional public education model was based on the three "Ts" (textbooks, teacher talk, and tests) and worked well when information was scarce, expensive, and inaccessible. Today, information is instantaneously available 24/7. The efficient transfer of information is no longer the prized domain of education. Today, 21st century learners need to know how to discover new information and critically evaluate its impact and relationship to the world around them.

Our public education model is based on the three "Rs" (relevance, rigor, and results). Today's students need a 21st century school design that accommodates individual learning needs while stimulating inquiry within an emerging global society. Our learning management system, the key to our school model, supports the dissemination and acquisition of content subject matter within a virtual learning environment available 24/7. The lack of "time" is no longer an educational nemesis. The synthesis and application of subject matter occurs within face-to-face studios that engage students in the development of higher order cognitive skills through the use of performance-based, cooperative learning projects.

Accordingly, Academy instruction is iteratively cyclical and 'flipped" so that all students have multiple opportunities to revisit competencies not mastered and engage new competencies at their own readiness levels. This design allows teachers to assess student learning, examine assessment findings for instructional integrity, and implement re-teaching opportunities to promote student learning and concept mastery. The integrity of this hybrid learning process stands upon student responsibility and accountability. The goal is to help all students develop self-regulated learning skills and become "expert," life-long learners.

RATIONALE FOR EDUCATIONAL TECHNOLOGY

At Noble, robust technology is the foundation of instructional design since students are not required to "power-down" when they enter learning spaces. At Noble, educational technology mirrors their daily lives and their future reality. IPADs, smart phones, tablets are a welcome addition to learning instruction and not a distraction. Technology brings flexibility to content area instruction by engaging all students at their readiness levels and keeping them "powered-up" for optimal learning.

Active involvement in the learning process enhances learning for all students (Benek-Rivera & Matthews, 2004; Sarason & Banbury, 2004). Since 21st century technologies and web-based activities are highly interactive, technology-rich instructional environments encourage active engagement with the subject matter and increases learner understanding and the construction of new knowledge (Johnston, Killion & Omomen, 2005; Pallof & Pratt, 2003). When technology provides supports for higher order cognitive skills, students develop the skills to solve complex, real world problems (Duffy & Cunningham, 1996; Honebein, 1996). By increasing engagement and providing activities that actively engage learners to analyze, synthesize, and evaluate information, web-based instruction enhances K-12 student learning (Driscoll & Carliner, 2005). In a research brief titled "Blended Learning," Dziuban, Hartman and Moskal (2004) declare: "Blended learning should be viewed as a pedagogical approach that

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combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

> A shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions);
>
> Increases in interaction between student-instructor, student-student, student-content, and student-outside resources;
>
> Integrated formative and summative assessment mechanisms for students and instructor."

Despite the existence of extensive research supporting educational technology use to enhance student learning, few teachers use it. In fact, the National Center for Educational Statistics investigated teacher educational technology use in 2009 and discovered that although ninety-seven percent of teachers reported having one or more computers with Internet access located in their classrooms, only forty percent reported using computers during instructional time (NCES, 2009). Accordingly, the National Education Technology Plan, *Transforming American Education: Learning Powered by Technology* (U.S. Department of Education, 2010), calls for a new model of learning that engages K-12 students in the use of advanced, personalized technologies that prepare them for careers and college. The migration of K-12 students to virtual learning environments has steadily increased during the past several years. By fall 2007, 28 states had online virtual high school programs (Tucker 2007). The largest of these, the Florida Virtual School, served over 60,000 students in 2007–08. The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65 percent in the two years from 2002-03 to 2004-05. On the basis of a more recent district survey, Picciano and Seaman (2009) estimated that more than a million K–12 students took online courses in school year 2007–08.

In fact, Biancarosa and Snow (2006) report that "literacy demands have increased and changed as the technological capabilities of our society have expanded and been made widely available; concomitantly, the need for flexible, self-regulated individuals who can respond to rapidly changing contexts has also increased" (p. 9). Post-secondary institutions recognize and are acting on technology trends. According to a study published by the Educause Center for Applied Research (ECAR)1, over 98% of college students responding to a survey own computers, and nearly three-quarters of the respondents own laptops. For the large majority of these students, online learning is one of the main uses of their computers, as 83% of the respondents had used a course management system that integrated an online component into their classes. Online technology is a major part of these students' daily lives, as 78% reported downloading music or videos, and 82% use social networks. In addition, many countries are adopting online or blended learning at rates that far exceed the United States. For example, in Singapore 100% of secondary schools (grades 7-10) and 85% of primary schools (grades 1-6) are using a learning management system.

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The Noble school design recognizes technology as the key tool to unlock the promise of data-driven, continuous improvement processes for each classroom. Instructional integrity rests upon the judicious use of technology to drive educational decision-making that benefits every student and results in positive learning outcomes for all.

RATIONALE FOR UNIVERSAL DESIGN FOR LEARNING

To ensure that all students meet and exceed grade-level standards, the Universal Design for Learning (UDL) framework provides unrivaled, experiential educational services for 21st century secondary students ("Digital Natives") who learn, communicate, socialize, and behave differently than previous generations. In fact, the 2012 ESEA Flexibility Application filed by the Arkansas Department of Education notes the importance of using Universal Design for Learning to enhance the academic achievement of all students (ADE, 2012). As an evidence-based teaching and learning framework, Universal Design for Learning will enhance and expand the current educational options for students residing within the Greater Fort Smith Region. To ensure equitable access to the Common Core State Standards, Arkansas Frameworks, and ADE-mandated assessments, the school will use Universal Design for Learning (UDL), an evidence-based instructional methodology, to link educational services to current cognitive and neuroscience research. UDL harnesses the power and flexibility of educational technology to eliminate pervasive instructional barriers and fully address the learning needs of all students, especially those disenfranchised, disengaged, and disconnected by traditional public education, e.g., students with disabilities, English language learners.

Likewise, the National Educational Technology Plan of 2010 (NETP) refers to the power of UDL to transform learning experiences for many marginalized students - students with disabilities, students with extraordinary gifts and talents, students with cultural and linguistic diversity, and students in rural and urban settings. The Common Core State Standards Initiative of 2010 echoes the NETP by declaring the fundamental right of all students to access the academic rigor of the general education curriculum through UDL-based supports and services. For students with print and visual disabilities, the National Instructional Materials Accessibility Standard (NIMAS – 2006) monitors the production and dissemination of accessible, electronic instructional resources, such as digital textbooks. Likewise, the Assistive Technology Act of 1998 mandates the use of universal design principles to ensure that manufactured products and services are accessible to a wide-range of users. The Individuals with Disabilities Education Improvement ACT (IDEAI) of 2004 highlights the role of universal design in promoting equitable access to the general education curriculum and assessments for students with disabilities.

Finally, The Higher Education Opportunity Act (HEOA) of 2008, established the statutory definition of universal design for learning and affirmed its role in teacher preparation programs. The HEOS requires beginning classroom educators to have extensive preparation in designing, delivering, and assessing UDL-compliant instructional services. Accordingly, the National Center on Universal Design for Learning, the National Center on Accessible Instructional Materials, and the Center for Applied Special technology notes that UDL radically differentiates and redefines the teaching and learning process through three instructional principles based on modern cognitive and neuroscience research: (1) multiple means of representation; (2) multiple means of action and expression; and (3) multiple means of engagement. Specifically, UDL provides all students with equitable opportunities to learn and become "expert learners" since educators (1) present new information through multiple formats,

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(2) allow students to express newly acquired knowledge and skills through multiple avenues, and (3) heighten student engagement by providing multiple options to generate and sustain individual interest. UDL-compliant instructional services are typically technology-based but accomplish the same objectives and purposes when "unplugged," as well.

Specifically, the first principle of UDL advocates the provision of multiple means of representation to activate the brain's recognition network that governs perception, language, and comprehension. Recognition networks are specialized to sense and assign meaning to patterns we see; they enable us to identify and understand information, ideas, and concepts (Rose & Meyer, 2002). The second principle of UDL advocates the use of multiple means of action and expression to activate the brain's strategic network that governs physical action, expressive communication, and executive functioning. The strategic network generates and oversees mental and motor patterns and enables individuals to plan, execute, and monitor actions and skills (Rose & Meyer, 2002). The third principle of UDL advocates multiple means of engagement to engage the affective network of the brain. The affective network supports multiple options for recruiting interest, sustaining effort and persistence, and promoting self-regulated learning. The affective network is designed to evaluate patterns and assign them emotional significance; it enables individuals to engage with tasks and learning and with the world around them (Rose & Meyer, 2002).

RATIONALE FOR COMPETENCY-BASED EDUCATION

The UDL framework enhances our competency-based approach to learning. Traditionally, American high schools have used Carnegie units, a measure of "seat-time" or "contact hours," to determine a student's eligibility for graduation and diploma conferment. This factory approach was created by 19th and 20th century educators seeking to "track" student progress through the educational system. Conformity and efficiency, the prized standards of the industrial age, was the goal. In comparison, performance-based education focuses on the mastery of a skill set that clearly demonstrates the learner's acquisition of the skills, abilities, and knowledge to perform real-world tasks in 21st century environments (Wiggins, 1990).

The inherent advantage of this educational approach is abundantly clear: the timeline for meeting graduation requirements is flexible since "seat-time" is not the determinant factor and individualized project-based activities/assessments provide educators a true indication of the student's performance level (Schmoker, 2008; 2009; Venn, 2000). Valid, reliable, and psychometrically sound project-based assessments provide a robust measure of a student's development of specific competencies across multiple educational settings, e.g., school, home, and workplace. In effect, performance-based education simultaneously increases academic rigor, equal access to curriculum standards, and teaching/learning relevance – the key to educating 21st century students. Competency-based education replaces the failing "wait-to-graduate" model that infests public schools nationwide and will enhance the current educational options for students residing within the Greater Fort Smith Region. Although our required attendance policy conforms to ADE regulations concerning the required contact hours for course credit, they are also expected to meet proficiency levels on performance-based assessments administered at the conclusion of each course. For these assessments, students are rated as basic (traditional "F"), proficient ("C"), meets expectations ("B"), or exceeds expectations ("A").

RATIONALE FOR STUDIO-BASED LEARNING

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The setting for the implementation of our universally-designed and performance-based educational program is the Studio-Based Learning (SBL) community. Studio Based Learning (SBL) is a student-centered instructional model that focuses on problem-based inquiry learning. Monson and Poros (2003) describe SBL as a shared learning environment in which ambiguous problems are addressed iteratively through multimodal analysis, proposition, and critique. SBL integrates project-based learning experiences across multiple domains of the profession being practiced, e.g. business and technology (Brocato, 2009). Within a SBL community, faculty use student-directed instructional methodologies to enhance the development of self-regulated learning skills within the individual learner (Brocato & Franz, 2003). Self-directed learning occurs when learners take responsibility for planning, initiating, and evaluating their own learning efforts - a practice desirable for all K-12 students and life-long learners (Brocato & Franz, 2003). SBL enhances the development of "expert learners" who are equipped to direct, monitor, and regulate their own learning experiences across educational and occupational settings.

Studio-based learning transforms the traditional role of the teacher as the "dispenser" of information and shifts the teaching focus to student-initiated and student-centered learning experiences. Since 21st century students have immediate and portable access to the world's knowledge base through their smart phones, the prevalent stand-alone teaching methodology is obsolete. Whole class lectures rarely engage students and oftentimes become an inadvertent instructional barrier. Studio-based learning brings the apprenticeship model to the modern classroom and builds strong connections among teachers, students, and content knowledge. In such settings, all students have abundant and equitable opportunities to acquire the knowledge, skills, and abilities of targeted professional competencies.

Our four-tiered school design is the power that drives the mission of the Noble Academy. The provision of accessible, universally-designed, and competency-based instructional services within a studio-centered learning community brings academic rigor, unrivaled relevance, and transformative power to public education. It is the power to engage, stimulate, and unleash the full potential of 21st century learners. It is the power to enhance and expand the current educational options for students residing within the Greater Fort Smith Region.

SCHOOL DESIGN

Our school design mirrors our educational philosophy. Since all students have the inalienable right to a world-class educational experience, regardless of student demographics – race, ethnicity, gender, language, economic status - the learning community must be adaptable, flexible, and capable of meeting multiple needs. Our educational program adheres to current ADE school regulations and will meet or exceed future ADE-approved regulations governing public school programs and organization. Architecturally, our larger learning community (school) consists of smaller, technology-infused learning studios. Studios are focal points of specialized, apprentice-shaped learning experiences. The Academy consists of three UDL-based studios (see figure 2) headed by teachers who provide face-to-face, web-enhanced, and online instruction that targets the development of core competencies within each specialty area. Each studio promotes the acquisition of core competencies and higher order cognitive skills by stimulating active, student-driven investigations and discoveries within a developmental, multi-grade atmosphere. Within each studio, teachers link core content area instructional services

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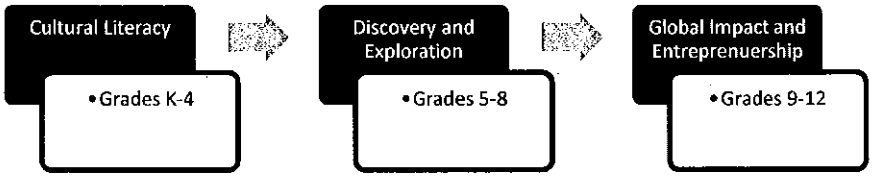
(ELA, math, science, etc.) through a trans-disciplinary, integrative framework to ensure that curriculum strands are not taught in isolation.



To meet diverse learning needs, each learning studio integrates multiple avenues of accessible technology that allows students to acquire 21st century skills and competencies in a fully digital environment. Studio design conforms to 21st century learning space principles that emphasize collaborative work and immediate access to multiple avenues of technology, including e-textbooks, interactive smartboards, student response systems, teacher/student tablets, and software to maximize the instructional benefits of the technology. Within the Cultural Literacy Studio, the core curriculum (reading, writing, math, social studies, and fine arts) is disseminated through an integrated approach. An integrated curriculum helps students improve interpersonal skills and provide opportunities for kinesthetic, affective, and sensory learning (Lieberman and Hoody 1998). Developmentally appropriate practice drives classroom-based instruction and activities that are relevant and meaningful for young children (e.g., Knapp, Shields, & Turnball, 1995). Within the Discovery and Exploration Studio, a web-enhanced platform enables learners to research, discover, create, and connect to increase their growing understanding of technology and society. Students in the Global Impact and Entrepreneurship Studio utilize technology to complete 50% of their coursework online.

Within the Academy, 21st century learning tools – tablets, laptops, and e-readers – replace antiquated 19th century tools such as pencils, paper, and hard-copy textbooks. Project-based activities demonstrate student understanding of the global market and current societal issues. According to a meta-analysis conducted by the U.S. Department of Education (Means, Toyama, Murphy, Bakia, and Jones, 2009), instruction combining online and face-to-face elements had a larger advantage compared to purely face-to-face instruction or instruction that is purely online. For this reason, robust and accessible technology is the norm, not the exception.

SCHOOL DAY AND YEAR

To enhance and personalize curriculum delivery, studio instruction occurs through a hybrid platform that blends face-to-face, web-enhanced, and asynchronous online coursework. Unlike traditional schools, our school day does not end with the afternoon dismissal bell but continues with web-based learning experiences that enhance, extend, and reinforce face-to-face instruction. At the Academy, learning is a 24/7 process and not limited by time or space. This blended approach provides "on demand" seamless educational services for all students and encourages continuous collegiality and collaboration among students, faculty, and school stakeholders. Students are assigned to one of three studios that, in turn, consist of multiple grade level divisions, e.g., Cultural Literacy Studio, grades K-4, lower and upper levels. Studios are

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staffed by multi-licensed (general, special, and ESL education) educators who bring a wealth of knowledge and experience to their assigned content areas. All professional school personnel employed by the Academy are required to hold full licensure for their respective fields through the Arkansas Department of Education (or the equivalent). Within the first three years of employment, classroom teachers are required to hold licensure in a general education content area, special education, and ESL.

The assigned studio determines the type and percentage of instructional delivery. For example, students enrolled in the kindergarten through first grade studio, lower level, will spend 100% of their time in face-to-face, web-enhanced instructional settings. High school juniors and seniors will spend 50% of their time in face-to-face, web-enhanced instructional settings and 50% in asynchronous online coursework. Beginning with the seventh grade, student progress through the studios is marked by increased time in virtual learning environments (see chart below).

Instructional Settings/Delivery

NOBLE STUDIO	Cultural Literacy Studio (K-4 grade levels)		Discovery and Exploration Studio (5-8 grade levels)		Global Impact and Entrepreneurship Studio (9-12 grade levels)
Grade Levels	Lower K-1	Upper 2-4	Lower 5-6	Upper 7-8	9-12
Web-enhanced Coursework	100%	100%	100%	100%	100%
Universal Design for Learning Methodology	100%	100%	100%	100%	100%
Competency-based Education	100%	100%	100%	100%	100%
Online Coursework	NA	NA	NA	7 Grade: 75(F)/25(W) 8 Grade: 75(F)/25(W)	9 Grade: 75(F)/25(W) 10 Grade: 50(F)/50(W) 11 Grade: 50(F)/50(W) 12 Grade: 50(F)/50(W)
Instructional Time/Credit	8.0 hrs.	8.0 hrs.	8.0 hrs.	8.0 hrs.	120 hrs. = 1 credit
ADE Teacher/Student Ratio	20:1	20:1	20:1	25:1	25:1

Web-based course components are delivered through a secure course management platform. Full online coursework adheres to all ADE rules governing distance learning (ADE 1.00-10.04). Students earn a unit of credit for each successfully completed course. All ninth through twelfth grade courses meet for a 120 clock hours throughout the academic quarter and lead to one full credit awarded per course. Students enrolled in ninth through twelfth grade may earn four units of credit per quarter and a total of 13 ½ units per academic year. Highly motivated students may earn a Smart Core diploma within three years of study. The Academy will use the ADE Distance Learning Center to enhance and supplement its course offerings.

Class size requirements adhere to ADE requirements. Student interaction with the course instructor is available at a ratio of no more than 25 students per class and 125 students each day per asynchronous course. Students are required to meet all ADE standards regarding enrollment and attendance requirements. The Academy's annual academic calendar consists of three 12-week quarters (180 instructional days) and a four-week Summer Academy consisting of elective

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and career-oriented coursework (20 instructional days). The Academy will provide a total of 200 instructional days per academic year. The academic calendar will adhere to all provisions of A.C.A. § 6-10-106 (2011) and A.C.A. § 6-10-108 (2011).

Each school day consists of 8.0 clock hours of instructional time and thirty minutes for lunch. Ninth through twelfth grade courses meet for two hours daily throughout the quarter for a total of 120 hours. Supplemental face-to-face individualized tutoring and access to assistance for online coursework is offered daily from 4:30 pm to 8:30 pm in the Mutiny Lab, a state of the art learning facility for 21st century Digital Natives (see picture).

SCHOOL ORGANIZATION

Attendance at each studio is tracked through student-issued identification cards and an electronic monitoring system. Each student is responsible for using the system upon course entry/exit. Failure to do so results in loss of course credit. On Friday, students are engaged in community-based learning opportunities in the Greater Fort Smith Region. Our community-based education program is linked to end-of course performance-based assessments and designed to engage students in a culminating project that positively impacts the region, e.g., the creation of a web design for a local business.

To increase self-regulated learning skills, students create and maintain web-based, individualized academic plans (IAPs) that guide their academic progression throughout each semester of their academic career. All IAPS are aligned to the admission requirements of the University of Arkansas System universities. A student advisory system staffed by teachers and administrators lends essential support, accountability, and guidance to each IAP, as well. IAPs are available through the student's academic portal that houses course grade reports, scored assignments/assessments, IEPs, AIPS, demographic information, school correspondence, and unofficial transcripts. Parents of students under the age of majority have viewing rights to their child's academic portal. Since students are not tracked and scheduled according to traditional grade level completion requirements, they may earn a Smart Core diploma within three years or less. IAPs empower students by allowing them to chart their academic progress through the coursework and set individualized course enrollment/completion schedules.

Furthermore, face-to-face and online courses consist of developmentally-sequenced modules with embedded formative and summative activities/assessments aligned to state and national standards. Although students may progress at their own pace through the developmentally sequenced curriculum, rigid semester/module deadlines ensure that every student makes satisfactory academic progress towards meeting graduation requirements. Students who fail to meet satisfactory academic progress requirements (the successful completion of 2 courses during each quarter, 90% compliance with course module due dates, proficient standing on all state assessments and benchmarks) are placed on an Academic Intervention Plan (AIP). These plans identify additional supports and services to assist students. Teacher advisors are responsible for monitoring academic progress and, if needed, creating AIPs in consultation with the student and his/her parents.

To meet graduation requirements, each student is required to earn at least twenty-two (22) units of credit within the "Smart Core" curriculum. Students in grades 7-12 earn one full credit for each course per semester. Grading is based on a traditional letter scale and linked to performance results on performance-based, end-of-course project assessments. These assessments are scored according to the following rubric elements: basic ("F"), proficient ("C"),

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meets expectations ("B"), or exceeds expectations ("A"). The Smart Core curriculum is contained within the 38 units that the Academy will offer each academic year. The curriculum also includes Advanced Placement (AP) coursework. One of the required units may be in a physical education course. The required twenty-two units, at a minimum, are taken from the Smart Core as follows:

SMART CORE - Sixteen (16) units
English - four (4) units - 9th, 10th, 11th, 12th
Mathematics - four (4) units; All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II. Comparable concurrent credit college courses may be substituted where applicable.
Algebra I and II
Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
Fourth math unit range of options: (choice of: Transitions to College
Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)
Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics
Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics
Oral Communications - one half (½) unit
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Economics - one half (½) unit (A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits. If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.
Fine Arts - one half (½) unit
Career Focus - Six (6) units

All coursework requires the successful completion of a set of rigorous performance-based activities/assessments prior to the conferment of academic credit. Course and curriculum design adheres to the following five principles (See curriculum standard for additional information):

Principle 1: SMART (Specific, Measurable, Attainable, Relevant, Time-Limited) Anchor Standards (SASs) to Empower Students and Teachers

Principle 2: Academic Progression Linked to Content Mastery

Principle 3: Data-Driven, School-Wide Instruction

.

Principle 4: Continuous Instructional Supports

Principle 5: Successful Learning Outcomes Across Multiple Settings

Standard 7:

The Academy will use a rigorous assessment system to evaluate student, school, and personnel performance. Data-informed continuous improvement starts with ambitious, achievable goals for and transparency in accountability for meeting our stated goals. Our assessment system targets three complementary purposes: (1) the improvement of student learning and performance levels, (2) the improvement of personnel quality, and (3) and the improvement of school performance through data-driven program development and evaluation practices. The Academy Advisory Board has worked to develop school learning outcomes and indicators that are directly aligned with the mission and vision of the Academy. To ensure the collection and analysis of meaningful and timely data, the Academy uses myriad specific and measurable indicators to determine compliance with three strategic school outcomes: Student Academic Achievement and Choice; School Performance and Environment; and School Leadership and Teacher Quality.

At the formative and summative instructional stage, valid and reliable evaluation tools, including all required state assessments and benchmarks, are used to identify and address program strengths and weaknesses. At the local level, the Academy will use either AimsWeb or LiveText to develop valid and reliable individually-administered course assessments and curriculum-based measurement tools to evaluate student academic achievement within the content areas. Additionally, the Academy will use the Woodcock Johnson-III (ACH), an individually administered, norm-referenced instrument, to measure the each student's annual learning growth in the areas of basic reading, reading fluency, reading comprehension, written expression, writing fluency, mathematics, mathematic reasoning, and quantitative reasoning. Our holistic assessment system ensures that students graduate with the intellectual, academic, linguistic, entrepreneurial, and technological skills to assume authentic and relevant leadership roles within a global society.

Strategic School Outcome #1:

Student Academic Achievement and Choice: All Academy students will acquire the skills, knowledge, and dispositions for success in post-secondary educational and work-force settings.

Indicator A: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of students (school-wide and subgroup) scoring proficient or higher on all elements of the each course performance assessment.

Indicator B: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of students (school-wide and subgroup) scoring proficient or higher on all assessed areas on the NORMES school achievement report.

Indicator C: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of students (school-wide and subgroup) scoring proficient or higher on all elements of classroom curriculum-based measurements assessing the following areas:

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1. Core academic subject matter, including literacy skills in basic reading, reading fluency, reading comprehension, written expression, mathematic computation, and mathematic reasoning.

2. Foreign language proficiency skills, or English language proficiency for English Language Learners.

3. Entrepreneurial knowledge and skills.

4. 21st century technological knowledge and skills.

5. Interpersonal skills and behaviors.

Indicator D: When comparing the baseline (early fall) to summative (late spring) performance results on the Woodcock Johnson-III (ACH), each student will show at least six-months growth in the following academic area subtests: basic reading, reading fluency, reading comprehension, written expression, writing fluency, mathematics, mathematic reasoning, and quantitative reasoning.

Indicator E: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in student population until reaching the total enrollment cap.

Strategic School Outcome #2:

School Performance and Environment: The Academy will become an exemplary school of first choice for students residing in the Greater Fort Smith Region.

Indicator A: When compared to annual baseline data and using a four-year adjusted cohort graduate rate, each consecutive school year for a three year period will show a statistically significant increase in the percentage of students (school-wide and subgroup) who graduate from the Academy with a Smart Core diploma within three years of their initial enrollment.

Indicator B: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the number of Academy graduates admitted to institutions of higher education.

Indicator C: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant decrease in the remediation rate of annual graduating classes.

Indicator D: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the overall student attendance rate.

Indicator E: Before the end of the third year of operation, the Academy will earn "Achieving Standards" status on all school-wide and subgroup AYP indicators.

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Indicator F: Beginning with the first year of operation and for each successive year thereafter, the Academy will earn an "Accredited" status from the Arkansas Department of Education.

Strategic School Outcome #3:

School Leadership and Teacher Quality: All stakeholders will collaborate to create a highly effective and successful learning community that reflects the vision and mission of the Academy.

Indicator A: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of teachers earning academic credit for graduate-level coursework in their content areas.

Indicator B: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of teachers and administrators earning proficient or higher status on all elements of the Academy's selected professional evaluation instrument.

Indicator C: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of teachers and administrators earning 70 hours or more of annual professional development experiences.

Indicator D: When compared to annual baseline data, each consecutive school year for a three year period will show a statistically significant increase in the percentage of parents and school stakeholders involved in Academy-sponsored organizations.

Indicator E: Beginning with the first year of operation and for each successive year thereafter, the Academy will use financial, human, and instructional resources to meet all targeted school outcomes as determined by full compliance with annual audit and school performance goals and recommendations.

Standard 8:

Our standards-based curriculum epitomizes the mission of the Noble Academy of Impact and Entrepreneurship. In order to ensure equitable access, involvement, and progress in a rigorous and relevant curriculum, the Academy adopted the Arkansas Smart Core curriculum as the standard course of study for all students. Individualized academic plans (IAPs) are aligned to all Smart Core requirements, as well. Curriculum design conforms to five principles:

Principle 1: SMART (Specific, Measurable, Attainable, Relevant, Time-Limited) Anchor Standards (SASs) to Empower Students and Teachers

Each performance-based course contains SASs linked to state and national standards. Students fully understand and internalize the SASs as the "road map" to their academic success. Through the SASs, teachers and students share common responsibility for learning. Accordingly,

- The teacher/student relationship mirrors an apprenticeship model.
- Modular learning is the format.
- On demand learning experiences are available 24/7.
- Accessibility to a collaborative, learning-centered academic community is the norm.

Principle 2: Academic Progression Linked to Content Mastery

Students must demonstrate acquisition of the prescribed performance level(s) for each course. Accordingly,

- Students advance to higher-level work by the demonstration of content mastery, not by the accumulation of contact hours.
- Student assessment is performance-based.
- The course completion and graduation time-frame is flexible.
- Accessibility to universally-designed, performance-based instructional methodologies that provide all students the support and challenges needed to master essential knowledge and skills in every subject area is the norm.

Principle 3: Data-Driven, School-Wide Instruction

The analysis of frequent psychometrically-sound assessment instruments and curriculum-based measurements informs all classroom instructional practices. Both teachers and students analyze multiple assessment data to inform instructional and curricular practices that stimulate student achievement. Immediate feedback strengthens the teaching/learning process. Accordingly,

- The school culture embraces data-driven, research-based practices.
- Teachers, students, and school stakeholders collaborate to develop a meaningful pathway to student success.
- Instructional decisions are data-driven.
- Accessibility to robust formative and summative assessments to drive student progress, instructional interventions, and school accountability is the norm.

Principle 4: Continuous Instructional Supports

Performance-based, modular learning ensures that disengaged or frustrated learners receive timely and effective instructional supports. Accordingly,

- Self-paced learning is enhanced through continuous access to instructional scaffolds.
- Instructional intervention for struggling students becomes a common practice.
- Continuous improvement accentuates the learning process.
- Accessibility to rigorous curricula, with specific learning outcomes aligned to state and national standards to promote the progressive acquisition of essential knowledge and skills is the norm.

Principle 5: Successful Learning Outcomes Across Multiple Settings

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Since performance-based education emphasizes the application of learning, students acquire the ability to generalize skills and knowledge across multiple settings, e.g., the workplace. Accordingly,

- Performance mastery is linked to the acquisition of professional skill sets and knowledge.
- Formative curriculum-based and standardized summative assessments validate student performance levels across settings.
- Learning becomes relevant, valuable, and readily translates into successful post-secondary outcomes.
- Accessibility to transformative, powerful learning experiences is the norm.

Our Curriculum Review Committees (CRC), consisting of licensed teachers, grade/department chairpersons, administrators, and at least one school stakeholder (e.g. parent), are charged with the task of continuous curriculum development and improvement to ensure equitable access to the general education curriculum for all students. All professional school personnel employed by the Academy are required to hold full licensure for their respective fields through the Arkansas Department of Education (or the equivalent). Within the first two years of employment, classroom teachers are required to hold licensure in a general education content area, special education, and ESL.

CRCs will represent each academic content area, e.g., math. Our curriculum development process cycles through the following stages: curriculum development; curriculum design; curriculum implementation; and curriculum evaluation. Each CRC uses the Curriculum Alignment Matrix (CAM) to develop, implement, and evaluate curricula that is directly aligned to the Arkansas Curriculum Frameworks and the Common Core State Standards. For the inaugural year of operation and immediately after ADE approval, CRCs will be established to begin the work of curriculum development and alignment to ensure that each student has equitable access to ADE-approved performance and content standards, including state benchmarks and assessments. CRCs will prepare course syllabi, end-of-course performance-based assessments, curriculum-based measurement instruments, instructional materials, and curriculum maps prior to the first day of the inaugural school year.

To ensure continued alignment with ADE content, performance, and benchmark standards after the inaugural year of operation, the CRCs will subsequently meet twice a year to analyze school-wide curriculum, instruction, and assessment (CIA) data for strengths and weaknesses. The CRCs will identify curricular and instructional adjustments and create staff development opportunities to implement adopted recommendations. To maximize educational achievement, the CRCs will also collect and analyze annual school data from the Surveys of the Enacted Curriculum (SEC) model hosted by the Council of Chief State School Officers (CCSSO), the co-developer of the Common Core State Standards. The SEC helps educators address the following questions:

Is classroom instruction and content aligned with state standards and assessments?
Is classroom instruction cognitively demanding for all students?
Is there a relationship between classroom instruction and state assessment performance levels?

The framework uses a two dimensional taxonomy, cognitive demand and content matter, to create topographical maps that identify areas of concern within all core academic subjects. A generated statistic quantifies the degree of impact between content instruction and academic achievement. Through the SEC model, the CRC can determine if all students have equal opportunities to learn. Since opportunity to learn is optimal when classroom instruction is aligned with benchmarks, standards, and assessments, all teachers are required to use lesson plans based on Universal Design for Learning (UDL) principles, as well (see attachment).

Example of Curriculum Alignment Matrix

Course	Setting	Standards (AR and CCSS)	CRC	Content	Assessment	Instructional Methodology	Materials	Teacher Licensure
English I	Face to Face Web Enhanced Full Online	CCR. L.9-10.1. CCR. L.9-10.2. CCR. L.9-10.3.	Eng. Dept.	Am. Literature	CBA, EOC, Major Projects	UDL	IPAD II CAST WebCam	English SPED

The CRC will select evidence-based curricula currently listed on the What Works Clearinghouse at the national Institute of Educational Sciences (IES). The Institute of Education Sciences (IES) was established by the United States Department of Education under the Education Sciences Reform Act of 2002. The Institute encompasses the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance and the National Center for Special Education Research. The IES provides rigorous and relevant evidence on which to ground education practice and policy and shares this information broadly. The Institute conducts peer-reviewed scientific studies for effective practices and interventions for education. The U.S. Office of Management and Budget (OMB) gave IES an effective rating, the highest a program can receive. OMB concluded: "IES has transformed the quality and rigor of education research within the Department of Education and increased the demand for scientifically based evidence of effectiveness in the education field as a whole."

For math instruction, the CRC will consider Saxon Elementary School Math. It has a positive effect on math skill development, with an evidence rating of Medium to Large. At each grade level, math concepts are introduced, reviewed, and practiced over time in order to move students from understanding to mastery to fluency (IES). We will consider using this program for Kindergarten through grades five through eight. We also may consider using Accelerated Math, a software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12. *Accelerated Math*™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students (IES). For grades nine through twelve, the IES supports *University of Chicago School Mathematics Project (UCSMP) 6–12 Curriculum.* The program is designed to allow schools to offer the appropriate math to students regardless of grade level.

Reading Recovery will be considered as an early intervention for literacy students in first grade. The goals of *Reading Recovery*® are to promote literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long-term reading difficulties (IES). *Success for All (SFA)*® is another literacy program considered to boost achievement. It includes a reading, writing, and oral language development program for students in prekindergarten through

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eighth grade. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability (IES).

For science instruction, we will consider using *Technology Enhanced Elementary and Middle School Science (TEEMSS.* According to the IES, it has a medium to large evidence rating and a positive effect on students in grades three through eight. *The program* utilizes computers, sensors, and interactive models to support investigations of real-world phenomena. Through 15 inquiry-based instructional units, students interact with computers, gather and analyze data, and formulate ideas for further exploration (IES).

Finally, the Academy will offer each secondary student access to the ADE SMART Core Curriculum.

SMART Core Curriculum
Secondary Grades 9-12

Language Arts – 6 Units

4 units English
1 unit oral communications or ½ unit oral communication and ½ unit drama
1 unit journalism

Science – 5 units (Active student participation in laboratory experience is required for a minimum of 20 % instructional time).

1 unit biology
1 unit chemistry
1 unit physics
Mathematics – 6 Units
1 unit Algebra I
1 unit geometry
1 unit Algebra II
1 unit pre-calculus mathematics to include trigonometry

Foreign Language – 2 units of the same language

Fine Arts – 3 ½ units

1 unit art
1 unit instrumental music
1 unit vocal music
½ unit survey of fine arts or an advanced art or an advanced music
Computer Applications with emphasis on current applications – 1 unit
Social Studies – 4 units
1 unit American History with emphasis on 20th Century America
1 unit world history
½ unit civics
½ unit Arkansas history if not taught in grade 7 or 8

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Economics – ½ unit
Health and Safety Education and Physical Education – 1 ½ units
1 unit physical education
½ unit health and safety education
Career and Technical Education – 9 units

STANDARD 9:

As an open enrollment charter school with an enrollment cap of 300 students, grades K-12, the Academy will draw students across district boundaries and throughout the Greater Fort Smith Region. The school will be located in Fort Smith, AR. It is estimated that our students will matriculate from the Fort Smith Public Schools (FSPS) and several contiguous districts, such as the Van Buren, Alma, and Greenwood Public School Districts. It is anticipated that the majority of prospective students will transfer from schools in FSPS, the largest low-performing district within the Greater Fort Smith Region. NORMES data (2012) indicates that FSPS is in the fourth year of AYP school improvement status. The number of state directed schools in FSPS district has increased from five in 2008/09 to eight in 2010/11. For the 2010-11 academic year, four additional FSPS schools were in AYP alert status and three were in Whole School Corrective Action status (NORMES, 2012). Surveys collected during our public information session indicate that the majority of our prospective students will transfer from schools in FSPS, the largest school district within the Greater Fort Smith Region. Approximately 70% of FSPS students are eligible for free or reduced meals as compared to the state average of 59.1%. We anticipate that a small percentage of students will transfer from the Van Buren (55.8% receive free/reduced lunch), Alma (51.1% receive free/reduced lunch), and Greenwood (32.8% receive free/reduced lunch) Public School Districts.

STANDARD 10:

The Academy will comply with annual reporting requirements as mandated in Standard II (Goals and Administration of Arkansas Public Schools and School Districts) of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. School staff will develop and disseminate, with extensive school stake-holder involvement, a comprehensive report detailing progress toward meeting school/district goals and ADE accreditation standards. The report will include a proposal to correct any deficiencies, if warranted. To ensure alignment with local, state, and national educational goals/standards and to project continuing needs, a School Improvement Committee consisting of school administrators, teacher, school staff, parents, and other school stakeholders will meet annually to develop, review, and/or revise a comprehensive school improvement plan. The plan will address present and future school needs and results from formative/summative assessments, including results from the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and AYP as mandated by NCLB. The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the *Fort Smith Times Record* (or other appropriate news media) on or before November 14th of each academic year. To ensure community involvement in school improvement efforts, the school website will maintain an active, accessible link to the report and a section to submit anonymous comments. A hard copy will be available at the main school office and mailed to the parents/guardians of each enrolled student. Additionally, the Studio School Board will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather

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community and stakeholder feedback. The meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements.

STANDARD 11:

The parents or guardians of any child eligible to attend a public secondary school (grades 9-12) regulated under the laws of the State of Arkansas may apply for admission to the school. To ensure fair and equitable admission practices, the Academy will observe and comply with all anti-discrimination laws, both federal and state, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and Section 504 of the Rehabilitation Act of 1973 (ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC CHARTER SCHOOLS).

Additionally, the school will not discriminate in admission on the basis of gender, national origin, language, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the school may deny the exclusion of a student who has been expelled from another public school district. School enrollment will reflect the demographic diversity of the Greater Fort Smith Region. The school is nonsectarian in the programs, admissions policies and employment practices.

In the event that requests for admission exceed the maximum allowable student population per charter terms, the school will use an anonymous, random lottery in the student selection process. The school administration and a school stakeholder will publicly conduct the lottery on its campus at a date/time advertised in the local newspaper and on the school's website. The ADE Public Charter School Program Coordinator will be notified in advance, as well. The names of students on all digital and hard copies of admission applications will be placed in a secured container for each grade level. Beginning with the highest grade level, student names will be drawn from the container and placed on the school roster. Names not drawn will be placed on a wait-list (in chronological order per the application date) for future enrollment. Within five schools days of the lottery, all parents will be notified of their child's admission status. The parents of all admitted students will receive enrollment information and a request to attend an Orientation Session. All admitted students, including their parents and/or guardians, will be required to attend an Orientation Session on the school campus. The Orientation Session will cover school policies and procedures, the student code of conduct, and student/parent/teacher expectations for the upcoming academic year. A student who fails to matriculate before the 5th school day will be withdrawn from the school roster and replaced by wait-listed student. After the initial academic year, returning students and their siblings will have priority enrollment status. The school will allow a preference for children of the founding members of the eligible entity provided that the number of enrollment preferences shall not exceed ten percent (10%) of the total number of students enrolled in the school and siblings of students currently enrolled in the school.

Digital admission applications shall be accessible through the school's website on February 1st of each academic year. Additionally, the website will allow prospective candidates to request a paper-based admission application. The school will allow open, rolling admissions throughout the academic year to accommodate student matriculation needs provided that roster space is available. To recruit and enroll students who represent the demographic diversity of the Greater Fort Smith Region, an aggressive marketing research and strategy campaign will target prospective student families. The campaign will include creative online, print, television, and

social media feeds to disseminate information about the school. Additionally, campus-based "open houses" will be regularly conducted throughout the academic year.

STANDARD 12:

The Advisory Board will provide the oversight and governance for the contractual operations of the Academy. The Board will have final oversight to ensure that all Academy operations, programs, policies, and personnel adhere to the vision and mission of the school, including all applicable local, state, and federal regulations. The Board has established the following objective criteria for decisions regarding the hiring, dismissal, reassignment, promotion, and demotion of all Academy professional personnel:

1. Academic or technical preparation, supported by transcripts, preference to those with 2.5 GPA or above.
2. Proper ADE licensure for grade level, subject, or assignment, including emergency permits and endorsements for specific subjects, programs, or positions.
3. Highly qualified status as specified by No Child Left Behind (NCLB).
4. Experience.
5. Recommendations and references.
6. Appraisals and other performance evaluations.
7. The needs of the Academy.

Race, creed, color, age, religion, marital status, national origin, sex, or physical disability, except in situations where such disability will constitute an employment liability, will not be considered in judging eligibility for employment. Additionally, the Board has conducted a study of the mean salary schedules for professional educators and school personnel serving in the school districts located within the Greater Fort Smith Region. To attract highly qualified personal, the Board used the study to formulate an equitable salary schedule that reflects current market values and meets ADE compensation requirements (see salary schedule). The Academy will not issue employment contracts and all employees are employed on at "at will" or contingency basis, i.e. reduction in force. The Advisory Board will adopt employment policies that uphold fair practice standards and meet state and federal regulations.

Principal:

The Academy will employ a full-time campus principal who holds a Master's degree or higher from an accredited college or university and a valid Arkansas Administrator's License, Teacher Licensure in a content area and special education (or the equivalent). The principal must have two or more years of educational experience within a public school setting as a teacher and/or administrator. The principal shall be the instructional leader of the school and shall be provided with adequate training and personnel assistance to assume that role. The principal must possess the expertise and experience within the following areas:

- Program development, effective teaching methods, and program evaluations
- School finances and budgeting, school law, and student attendance accounting

• Effective planning, organizing, assigning, and coordinating the activities of a professional and support staff, including team building, personnel evaluations, feedback delivery, and recruiting techniques
• Ability to clearly present ideas verbally and in writing to develop consensus
• Techniques to deal constructively with conflict, creative and effective issue resolution
• Ability to establish and maintain effective working relationships with Academy staff members and community members
• Understanding of adolescents and the individual challenges they may encounter in High School
• Applicable federal, state and local regulations
• Current instructional techniques, concepts, and tools including but not limited to Universal Design for Learning, Competency-based Learning, and Studio-based Learning.

The principal will:

• Assess achievement of curricular goals and the effectiveness of the overall instructional programs.
• Oversee teacher preparation and resources for parent conferences.
• Demonstrate proficiency with data management systems, analyze and communicate student achievement data.
• Use data to target resources, develop and implement strategies to improve student achievement.
• Oversee Special Education teaching resources and implementation of IEPs. Work closely with the Director of Student Services to obtain specialized expertise and to ensure compliance with all state and federal laws.
• Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up.
• Resolve discipline and personnel issues with students, parents, and staff to create a safe, respectful, and positive learning climate.
• Contribute planning and expertise to the development of the annual budget, based on the School Improvement Plan.
• Support the efforts of the Business Office in procurement and deposit processes, adhering to procedures and timelines.
• Understand the school budget and its specific implications for all school programs.
• Monitor and approve assigned budgetary expenditures.

Classroom Teachers:

The Academy will employ full-time classroom teachers who hold a Bachelor's degree or higher from an accredited college or university and a valid Arkansas Teaching License (or the equivalent) in all of the following areas: a general education content area, special education instructional specialist P-12, GT, and ESL. Teachers who are not licensed in one or more of these areas must obtain the additional license(s) within three years of his/her hire date. All teachers must meet NCLB Highly Qualified status, as well. Classroom teachers are responsible for planning, organizing, and presenting activities contributing to educational, social, and physical development of students to enhance their self-worth and equip them with the knowledge, skills, and abilities needed to function in society. Teachers will exercise considerable judgment, tact, patience, sensitivity, and flexibility to successfully educate students from varied

socioeconomic backgrounds and learning styles. This position requires creativity and adaptive thinking to match teaching objectives, learning strategies, and instructional plans with students' abilities.

Teaching positions require:

• Knowledge and skills in the Universal Design for Learning, Educational Technology, Competency-Based Education, and Studio-Based Learning.
• The ability to:
apply knowledge of current education and instructional theories, methodologies, techniques, and principles, knowledge of subject matter, and knowledge of state and federal regulations governing the education of students with diverse learning needs; communicate effectively using a variety of media, work with others as a team, organize and maintain records, manage time and resources effectively and efficiently, and evaluate performance and provide constructive feedback; provide instruction to a class, individual students, or groups of students using such methods as oral presentation, demonstration, discussion of homework assignments, answering questions, offering laboratory directions, and games; plan lessons, including activities such as preparing learning objectives and goals, designing tests or exams, studying material, setting up labs, and preparing exams; facilitate learning in the classroom (e.g., maintain discipline; encourage participation; consult with parents, school staff, and other care providers to identify and address social or developmental needs; evaluate student performance; maintain records and document student progress e.g., record grades and absences, provide progress reports; maintain contact with parents in regard to student performance through activities such as parent-teacher conferences, progress reports, letters, and special meetings; and maintain professional development through such activities as classes, conferences, seminars, workshops, and professional journals.

Paraprofessionals/Substitutes:

Paraprofessionals will assist classroom teachers with implementing instructional activities, monitoring and intervening to maintain on-task student behaviors, and providing campus-wide support, when needed, for all Academy programs and services. All paraprofessionals must hold an Associate's degree (or the equivalent) from an accredited college and university and at least one year of experience within a similar position in a public school setting. Paraprofessionals will serve as teacher substitutes in the event of teacher absences.

Administrative Specialist/Data Administrator:

The Administrative Specialist will assist the superintendent/principal with the daily operation of the Academy. The Administrative Specialist must hold at least an Associate's degree (or the equivalent) from an accredited college or technical school and at least one year of experience within a similar position in a public school setting. This position requires the ability to maintain accurate and auditable records (especially within the APSCN system), the ability to use a personal computer and related software to develop spreadsheets and databases, and the ability to operate various office equipment and type 60+ WPM. The Specialist must possess proficient keyboarding and file maintenance skills. The Specialist must have the ability to meet strict

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deadlines while demonstrating strong organizational, communication, and interpersonal skills during social interactions with Academy personnel, students, and stakeholders.

Director of Student Services:

The Director of Student Services will provide supervision and leadership for the Academy's state and federal programs to ensure the provision of needed services for students with exceptional learning needs. This position requires the possession of a bachelor's or master's degree in administration, curriculum and instruction, and/or related field and a valid Arkansas Administrative or Teaching License (or the equivalent) in at least two of the following areas: a general education content area, special education instructional specialist 4-12, and ESL. This position requires the ability to communicate with all levels of special needs students and their parents; to implement policy and procedures; and to interpret student achievement data. The position requires extensive knowledge of federal and state special education law; knowledge of prevention and intervention strategies, including behavior management interventions; knowledge of procedures for assessing achievement and intellectual, emotional, and behavioral functioning for educational purposes; knowledge of psycho-social development. The position requires strong consultation skills for conferencing with teachers, parents, and students and strong organizational, communication, and interpersonal skills.

School Nurse:

The school nurse will implement a comprehensive program of health services for Academy students. He/she will promote health education and preventive health practices for students. The nurse must be a graduate of an accredited professional nursing education program and hold a valid registered nurse license to practice in the state of Arkansas. A RN is preferred, but a LVN or LPN will be considered. The position requires certification by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN). The school nurse is expected to: identify abnormal growth and development and symptoms of various diseases; coordinate and facilitate services between the school, local health agency, and other community resources; develop and maintain health records on students; and develop and maintain effective working relationships within the school and local communities, including local hospitals and clinics.

School Counselor:

The School counselor will assist in the implementation of a counseling program that responds to the unique needs of individual students. He/she will seek continuous improvements in the services delivered to students, staff, and parents. He/she will work effectively with community representatives and utilize local resources to their maximum for the benefit of all students. This position requires a valid school counselor license issued by the Arkansas Depart of Education and at least a master's degree in school counseling conferred by an accredited college of university.

Business Manager:

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The Business Manager will direct and manage the operation of all financial and business affairs of the district including accounting, payroll, purchasing, risk management, and tax collection. He/she will serve as the chief financial adviser to the superintendent and the Academy board. The position requires a bachelor's degree in accounting/finance or a related field. This position requires: advanced technical knowledge of school finance, budgeting, accounting systems, and economics; working knowledge of financial applications and accounting; strong communication, public relations, and interpersonal skills; the ability to use personal computer and software to develop spreadsheets, perform data analysis, and do word processing; the ability to implement policy and procedures; the ability to interpret financial data; the ability to manage budget and personnel; the ability to coordinate district functions; and previous experience in school business management or public organization.

Media Specialist:

The Media Specialist will provide student and faculty with resources to enhance educational services and programs. The Media Specialist is responsible for supervising and maintaining all media resources, including the use and dissemination of these resources. The position requires a bachelor's degree and valid State of Arkansas teaching certificate; state certification as a school LMS; and a master's degree in Educational Technology or a Master of Library Science, or comparable degree. The position requires advanced knowledge of State of Arkansas LMP requirements and the ability to meet assigned building and district responsibilities. The Media Specialist will allocate and manage expenditures of assigned budget funds on the basis of curricular and replacement needs; develop and promote the media center, its routines, usage scheduling, and procedures; develop a collection and/or resources that support the curriculum; organize and supervise the ordering, checking, processing, and maintaining of media center materials; assist staff with computer and/or Audio Visual (AV) equipment; and assist students in becoming effective and efficient users of the media center.

Food Services:

The Cafeteria Manager will be a professional experienced in preparation of food and/or school lunches. The Cafeteria Manager is responsible for overseeing food production, implementing adequate nutritional menus, and supervising staff. The individual should be dedicated to ensuring all mandated daily nutritional and safety requirements are met. The manager will also be responsible for following the budget guidelines, training cafeteria staff, and maintaining quality assurance. The qualified person should be capable of lifting at least thirty pounds, working on feet for up to eight hours, and maintaining a minimum of forty work hours a week.

Maintenance/Transportation:

Maintenance personnel should be knowledgeable and skilled in the fields of building code, mechanical, chemical, electrical, plumbing and sanitation. Daily safety and sanitation should be maintained. The qualified individual should make daily inspections of the facility and be capable of replacing or repairing any equipment; this may include doors, doorknobs, locks, windows, work tables, electrical switches, etc. The worker should maintain records of facility inspections and replacements or repairs. The individual is responsible for outside maintenance including

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landscaping, snow shoveling, exterior inspections, etc. Transportation personnel are responsible for the safe transportation of students to and from school and extracurricular activities. Bus drivers should be skilled and knowledgeable in operating school buses; in accordance with the Federal Motor Carrier Safety Administration Regulation found at 49 Code of Federal Regulations (CFR) 383.123 and A.C.A. §27-23-108 (e) and (f), drivers must hold an Arkansas CDL Endorsement and any driver with less than two years experience driving a school bus must take the written and skills exams. Any driver with two or more years experience driving a school bus will only be required to take the written exam. Drivers must follow local, state and highway traffic safety rules and regulations. Drives must be able to communicate professionally with students, parents, and faculty.

Below are the proposed staffing needs for the inaugural school year:

Professional Role	Number	Instructional Ratio	ADE Licensure (or Equivalent)
Principal	1	1: less than 300	ADMIN, CONTENT AREA, SPED, ESL
Secondary Teacher, Grades 7-12	9	1:25	CONTENT AREA, SPED, ESL, GT
Elementary Teacher, Grades EC-6	4	1:20	CONTENT AREA, SPED, ESL, GT
Paraprofessionals	4	1:25	
Administrative Specialist	1	Non-Instructional	
Director of Student Services	1	1:300	
School Nurse	1	1:300	
School Counselor	1	1:300	
Business Manager	1	Non-Instructional	
Media Specialist	1	1:300	
Transportation/Maintenance	1	Non-Instructional	
Cafeteria Manager	1	Non-Instructional	

STANDARD: 13

The Business Manager, in cooperation with the Principal and Advisory Board, will oversee and administer all procurement and financial activities. His/her specific duties, responsibilities, and qualifications are detailed within the staffing plan located in Standard 12. The Academy will comply completely, accurately, and timely with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations. The Business Manager will record and maintain all financial transactions/activities of the Academy. A purchase order system will be implemented and approval of all purchases will be required by the business manager for purchases under $500; by the principal and business manager for purchases between $500 and $5,000; and Advisory Board approval for purchases exceeding $5,000.

An annual budget for the subsequent year will be prepared annually by July 1 and presented to the Advisory Board for approval no later than July 15. The approved budget will be submitted to the ADE on or before September 1. The Advisory Board will review financial statements during each monthly meeting. The Academy will operate on a fiscal year beginning July 1 and ending June 30. The business manager will comply with the following guidelines: 1) use generally accepted accounting principles (GAAP); 2) adhere to all stipulations of the Financial Accountability System Resource Guide; 3) and maintain all accounting data within the Arkansas Public School Computer Network (APSCN) as required.

Additionally, the Academy will maintain a procurement process and plan that complies with Arkansas state law. The procurement process is designed to maintain management controls and purchasing oversight authority in accordance with ADE rules and regulations. The procurement process will facilitate the Academy's mission while protecting the interests of the state of Arkansas and its taxpayers while promoting fairness in contracting with the business community. The Academy will adhere to procurement policies for conducting procurements and establishing contracts to ensure sufficient competition, preserving fair and open competition, and establishing vendor responsibility. The Academy's procurement process is designed to:

- Ensure fair and open competition;
- Guard against favoritism, improvidence, extravagance, fraud and corruption;
- Ensure that the results meet Academy needs;
- Provide for checks and balances to regulate and oversee Academy procurement activities; and
- Protect the interests of the Academy, the state and its taxpayers.
- Establishing and maintaining the records and procedures necessary for the accountability of the Academy property and equipment inventory.
- Advance the "financial integrity" of the Academy.
- Adhere to state regulations governing vendor bids.
- Provide secure record-keeping and ongoing maintenance of all purchases, bids, and requests for services.

STANDARD 14:

The Board will arrange annually for a qualified certified public accountant/firm licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an annual audit of the Academy's financial statements in accordance with Government Auditing Standards and requirements of Act 993 of 2011. It further ensures that the accountant/accounting firm is not listed on any eligibility list maintained by the ADE or the Division of Legislative Audit. The Academy Board will review the scope and results of the annual audit. The Board will develop a corrective action plan to address any irregularities. For this reason, the applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the State Board, the applicant intends to use the following CPA to perform the first year financial audit:

Cyndi Dye, CPA: 5000 Rogers Avenue, Suite 800, Ft. Smith, AR, 72903, 479.719.6677
The Academy will use the following practices to ensure adherence to state and national rules and regulations:

A. continuous in-house academic program review;
B. immediate action as issues related to campus programs arise;
C. annual Campus Improvement Plan to identify areas that may be lacking; and
D. alignment with National Accreditation by the Middle States Association of Colleges and Schools and other state accreditation processes.

STANDARD 15:

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

STANDARD 16:

The Noble Academy is currently in the process of securing an equitable and efficient learning facility for our campus in Fort Smith, AR. Bridges Realty of Northwest Arkansas is assisting us with the selection of a facility that accommodates 300 students and meets current federal, state, and local standards for zoning and building code guidelines. Although several sites have been identified, the Advisory Board is in the process of selecting a site that either meets local, state, and federal regulations or requires minimal updates and modifications. The selected site will comply with federal, state and local standards and codes as well as the standards set forth by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and the Americans with Disability Act (ADA) of 1990. The ideal campus and learning facility will promote individual safety, optimal learning, and have ample space, parking, lighting, and vehicle access. Site selection and procurement will be finalized before the Arkansas State Board of Education takes any action to approve our program proposal. Once identified, a Certificate of Occupancy and subsequent legal agreements will be immediately forwarded through certified mail to the ADE Charter School Office. Any facility updates will be completed before the first day of school, August 2013. Mr. Steve Clark, co-founder of Rockfish Interactive, has agreed to provide the necessary funding to support the procurement and maintenance of a facility for the Noble Academy (see attachment).

We will use 21st century learning space design principles to provide maximum safety and efficient utilization of site features. The recommended minimum site size will meet current Arkansas State Board of Education standards set forth within the Arkansas School Facility Manual. These size guidelines are consistent with those recommended in the Council of Educational Facility Planners International (CEFPI), Guide for School Facility Appraisal. Although school facility, planning, design and construction is a complex project delivery process, the Advisory Board will give special consideration to current and future trends in educational programs and delivery methods, changes in coursework, impact of technology on teaching methods, and financial issues. This dynamic creative planning process will result in a school facility that not only meets the standards and guidelines but provides a learning environment that stimulates the highest results in student education. Three factors that anchor this process will be considered and held in balance: quality, cost, and time (schedule). Additionally, we will use the Rules and Regulations Governing Special Education and Related Services to address the type and number of spaces to meet the needs of students with disabilities.

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The Advisory Board of The Noble Academy is aware of the following:

- The process of securing a facility that is appropriate and adequate for the Noble Academy's educational program and targeted enrollment population;
- The costs of securing, improving, and maintaining a facility to meet and exceed all federal, state, and local codes and regulations and have access to the resources to fund these costs; and
- The needed policies and procedures to update, modify, and maintain or repair this facility.

Finally, we will adhere to permissible uses from the local zoning authority. We will not select a facility located within a 1000 feet of alcohol sales. We will not commence operations with students in any facility unless the Academy has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect.

STANDARD 17:
At the present time, no known conflicts of interest, financial or otherwise, exist that may violate current ADE rules and regulations. Any potential conflicts that may arise during future operation of the Academy will be fully disclosed to the ADE and any concerned parties. The Academy will adhere to their authority, rules, and regulations regarding any disclosed conflicts of interest.

STANDARD 18:

SPECIAL EDUCATION

The Academy will abide by all regulations of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the 1973 Rehabilitation Act (504), and the Americans with Disabilities Act (ADA). The overall goal of the special education program is to maximize opportunities for students with disabilities to access the general education curriculum and to minimize the impact of the disability. No qualified student with a disability will, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any Academy service, program, or activity *(42 U.S.C. 12132; 29 U.S.C. 794(a); 34 CFR 104.4(a))*. Eligible students with disabilities enjoy the right to a free and appropriate public education (FAPE) in the least restrictive environment through the provision of specially designed instruction based on the needs of the child with the disability.

PROCEDURAL SAFEGUARDS
The Academy will establish and maintain procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education. 20 U.S.C. 1415(a)–(b)
These procedures will include:
EXAMINATION OF RECORDS AND PARTICIPATION IN MEETINGS
1. An opportunity for the parents to review all education records and to participate in meetings relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. 34 CFR 300.501

INDEPENDENT EDUCATIONAL EVALUATION

2. An opportunity for the parents to obtain an independent educational evaluation of the child. 34 CFR 300.502

PRIOR WRITTEN NOTICE

4. Prior written notice to the parents whenever the Academy proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. 34 CFR 300.503

MEDIATION

5. Procedures to allow parties to resolve disputes through a mediation process. 34 CFR 300.506

COMPLAINTS

6. An opportunity for any party to file a due process complaint on any matter relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. 34 CFR 300.507

CONSENT

Consent means that:

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
2. The parent understands and agrees in writing to the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
3. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. A revocation of consent is not retroactive. If the parent revokes consent in writing for his or her child's receipt of services after the child is initially provided special education and related services, the Academy is not required to amend the child's education records to remove any references to the child's receipt of services because of the revocation of consent. 34 CFR 300.9

PROCEDURAL SAFEGUARDS NOTICE

The Academy will provide a copy of the procedural safeguards to parents only one time a year, except that a copy also will be given to the parents:

1. Upon initial referral or parental request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
3. On the date of a decision to make a disciplinary removal that is a change in placement; and
4. Upon request by a parent.

The Academy will place a current copy of the procedural safeguards notice on its Internet Web site.

CONSENT TO INITIAL EVALUATION

Before the Academy conducts an initial evaluation, it will provide prior written notice, including a description of any evaluation the Academy proposes to conduct, and obtain informed consent for the evaluation from the parents. 20 U.S.C. 1414(a)(1)(D), (E); 34 CFR 300.304(a)

CONSENT TO SERVICES

The Academy will seek informed consent from the parent before providing special education and related services to a child. 20 U.S.C. 1414(a)(1)(D)

CONSENT TO REEVALUATION

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The Academy will obtain informed parental consent before conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if the Academy can demonstrate that it has taken reasonable measures to obtain such consent and the parent has failed to respond. 20 U.S.C. 1414(c)(3)

PSYCHO-EDUCATIONAL EVALUATIONS

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, the Academy will provide to the child's parent:

1. The name and type of the assessment instrument or battery; and
2. An explanation of how the assessment instrument or battery will be used to develop an appropriate IEP for the child.

If the Academy determines that an additional assessment instrument or battery is required for the evaluation of a child's need for special education, the Academy will provide the information above to the parent regarding the assessment instrument or battery and will obtain additional consent for the assessment instrument or battery.

SECTION 504 of 1973 REHABILITATION ACT

The goals of the Academy's Section 504 Program is to ensure that students with disabilities have reasonable access to all program, services, and activities of the Academy, including the general education curriculum. Students eligible for 504 plans will receive appropriate accommodations, supports, and services at Academy expense. Members of the Section 504 committee will receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). The Section 504 committee will be composed of at least three persons, including persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. The Director of Student Services will oversee and coordinate all efforts of the Academy to comply with state and federal special education laws addressing students with disabilities.

HEALTH SERVICES

The Academy will establish, maintain, and periodically evaluate a health services program that is coordinated with other student services and related instructional programs to focus on health-related needs of students and their families. The Academy is committed to providing a school environment that enhances learning and encourages lifelong wellness practices by establishing healthy school nutrition environments, reducing child- hood obesity and preventing diet-related chronic diseases. The Academy will promote the general wellness of all students through nutrition education and physical activity and other school-based activities. Procedures will be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day. Emergency procedures will be established by the administration to ensure proper attention for any student injured at school. Records will be maintained on all accidents that require the attention of a medical doctor. Each year, students and parents will complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law. The Director of Student Services will oversee the implementation of this policy and will develop

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administrative procedures for periodically measuring the implementation of the health services policy. The Academy will hire a state licensed school nurse to manage and coordinate and ensure school-wide implementation of all policy recommendations.

Additionally, the Academy will implement, in accordance with law, a coordinated health program with physical education and physical activity components and will offer at least the required amount of physical activity for all grades. The Academy establishes the following goals for physical activity:

1. The Academy will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.
2. Physical education classes will regularly emphasize moderate to vigorous activity.
3. The Academy will encourage teachers to integrate physical activity into the academic curriculum where appropriate.
4. Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.
5. The Academy will encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

SCHOOL COUNSELING AND GUIDANCE

The Academy's guidance and counseling services will be designed primarily to provide ongoing assistance to enhance the educational development of all students and will be included in and monitored through the Academy and campus planning process. Guidance services will be coordinated with the regular instructional program so that they contribute to a unified educational program. Guidance services will operate with central coordination and will be a cooperative project of the entire professional staff. Teachers will use opportunities in the classroom, in extracurricular activities, and in contacts with parents to achieve guidance objectives. Qualified counselors will supervise the standardized testing program and provide personal, academic, and career guidance to students who need such services. The Director of Student Services will oversee the implementation of this policy and will develop administrative procedures for periodically measuring the implementation of the school counseling and guidance policy. An ADE-licensed school counselor will manage and coordinate and ensure school-wide implementation of all policy recommendations.

AREAS OF STUDENT NEED

The services may assist individuals or groups of students in:

1. Improving academic achievement.
2. Improving school attendance.
3. Improving school attitudes.
4. Developing self-confidence.
5. Developing healthy interpersonal relationships.
6. Developing life satisfaction.
7. Obtaining information to assist in choosing a potential career.

ENGLISH AS A SECOND LANGUAGE SERVICES

Academy that receives funds under Title III of the No Child Left Be-hind Act will comply with the statutory requirements regarding limited English proficient (LEP) and

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immigrant students. It is the policy of the Academy that every student who has a home language other than English and who is identified as LEP will be provided a full opportunity to participate in an English as a second language (ESL) program. The Director of Student Services will oversee and coordinate all efforts of the Academy to comply with state and federal special education laws addressing English Language Learners (ELLs).

ACADEMY RESPONSIBILITY

The Academy will:

1. Identify ELLs based on criteria established by the state of Arkansas;
2. Provide ESL programs, as integral parts of the regular program;
3. Seek certified teaching personnel to ensure that ELLs are afforded full opportunity to master the essential knowledge and skills; and
4. Assess achievement for essential knowledge and skills to ensure accountability for ELLs and the programs that serve them.

IDENTIFICATION OF LEP STUDENTS

Within the first four weeks of the first day of school, the language proficiency assessment committee (LPAC) will classify each student according to the language in which the student possesses primary proficiency.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES (LPAC)

The Academy will establish a language proficiency assessment committee (LPAC). The Academy will establish policy and procedures for the selection, appointment, and training of members of the LPAC. Within the first four weeks of the first day of school, the language proficiency assessment committee (LPAC) will classify each student according to the language in which the student possesses primary proficiency.

MEMBERSHIP OF LPAC

The LPAC will include:

1. A professional ESL educator;
2. A parent of a ELL; and
3. A campus administrator.

All members of the LPAC, including parents, will be acting for the Academy and will observe all laws and rules governing confidentiality of information concerning individual students. The Academy will be responsible for the orientation and training of all members, including the parents, of the LPAC.

HOME LANGUAGE SURVEY

Upon student enrollment, the Academy will conduct a home language survey to determine the language normally used in the home and the language normally used by the student. The home language survey will be conducted in English and in the home language, and signed by the student's parents and the student. The original copy of the survey will be retained in the student's permanent record. The Academy will conduct only one home language survey of each student. If a student is identified through the home language survey as normally speaking a language other than English, the student will be evaluated to determine the student's proficiency levels in both English and the native language.

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LEP CLASSIFICATION

The LPAC may classify a student as an ELL if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. The student's score or relative degree of achievement on an ADE-approved English proficiency test is below the levels established by ADE as indicative of reasonable proficiency;
3. The student's primary language proficiency score as measured by an ADE-approved test is greater than the student's proficiency in English; or
4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

PROGRAM CONTENT

Our ESL program will be an intensive program of instruction in English from teachers trained in recognizing and dealing with language differences. The program will be designed to consider the students' learning experiences and will incorporate the cultural aspects of the students' backgrounds. Students enrolled in ESL programs will be placed in classes with other students of approximately the same age and level of educational attainment.

PERSONNEL

Teachers assigned to teach in the ESL programs will be appropriately licensed in ESL education.

PROGRAM EXIT

The Academy may transfer an ELL out of the program if the student is able to participate equally in a regular all-English instructional program as determined by:

1. ADE-approved tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;
2. ADE-approved criterion-referenced tests and the results of a subjective teacher evaluation.

NOTICE TO PARENTS

The Academy will notify parents of a student's reclassification as English proficient and his or her exit from the ESL pro-gram.

POST-EXIT MONITORING

The LPAC committee will reevaluate a student who is transferred out of the ESL program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred. During the first two school years after a student is transferred out the ESL program, the LPAC will review the student's performance and consider:

1. The total amount of time the student was enrolled in ESL programs;
2. The student's grades each grading period in each subject in the foundation curriculum;
3. The student's performance on state assessment instruments;
4. The number of credits the student has earned toward high school graduation, if applicable; and
5. Any disciplinary actions taken against the student.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in the ESL program.

CAREER AND TECHNICAL EDUCATION

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The Academy will establish a Career and Technical Education (CATE) program to ensure that each student has the requisite skills for gaining entry-level employment in a high-skill, high-wage occupations or continuing the student's education at the post-secondary level. In developing a career and technology program, the Academy will consider the state plan for career and technology education. The Director of Student Services will oversee and coordinate all efforts of the Academy to comply with all statutory regulations covering CATE programs.

DISTINGUISHED ACHIEVEMENT IN CAREER AND TECHNOLOGY EDUCATION

The Academy will develop and offer a program that provides a rigorous course of study consistent with the required curriculum, the Academy's mission, and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;
2. Obtain from the Academy an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award. An award granted under this section is not in lieu of a diploma or certificate of coursework completion.

The Academy will contract with a local business or a local institution of higher education (Western Arkansas technical Center at the University of Arkansas – Fort Smith) for assistance in developing or operating a career and technology education program

STUDENT ORGANIZATIONS

The Academy will use federal career and technical education funds to provide opportunities for student participation in ADE-approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student will not, however, be required to join a career and technical student organization. Student participation in career and technical student organizations will be governed in accordance with ADE regulations. The following career and technical student organizations are recognized by the U.S. Department of Education:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. FFA;
5. Family, Career, and Community Leaders of America (FCCLA);
6. Health Occupations Students of America (HOSA);
7. Technology Student Association (TSA); and
8. Skills USA.

GIFTED AND TALENTED EDUCATION

The Academy will establish and staff a Gifted and Talented (GT) program for students with specialized learning needs. Students may be nominated or referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested individuals. The Director of Student Services will oversee and coordinate all efforts of the Academy to comply with statutory requirements covering GT programs.

SCREENING AND IDENTIFICATION PROCESS

The Academy will provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.

PARENTAL CONSENT

The Academy will obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process will be an educational record, subject to state and federal protections.

IDENTIFICATION CRITERIA

The Academy will establish criteria to identify gifted and talented students. The criteria will be specific to the state definition of gifted and talented and will ensure the fair assessment of students with special needs stemming culturally and linguistically diverse experiences, the economically disadvantages, and exceptional learning needs.

ASSESSMENTS

Data collected through both objective and subjective assessments will be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

SELECTION

A selection committee will evaluate each nominated/referred student according to the established criteria and will identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee will be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

NOTIFICATION

The Academy will provide written notification to parents of students who qualify for services through the Academy's gifted and talented program. Participation in any program or services provided for gifted students will be voluntary, and the Academy will obtain written permission from the parents before placing a student in a gifted program.

TRANSFER STUDENTS

When a student identified as gifted by a previous school enrolls in the Academy, he/she will be placed in the GT program.

EXIT PROVISIONS

The Academy will monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee will meet with the parent and student before honoring the request.

PROGRAM EVALUATION

The Academy will annually evaluate the effectiveness of the GT program, and the results of the evaluation will be used to modify and update the Academy and campus improvement plans. The Academy will include parents in the evaluation process and will share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

COMMUNITY AWARENESS

The Academy will ensure that information about the Academy's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

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STANDARD 19:

The Academy will develop nutrition guidelines and wellness goals in consultation with the local school health advisory council and with involvement from representatives of the student body, school food service, school administration, the Board, parents, and the public. The Academy will ensure that nutrition guidelines for reimbursable school meals will be at least as restrictive as federal regulations and guidance and that all foods available on each campus are in accordance with state and federal nutrition policy, including the National School Lunch program In addition to legal requirements, the Academy will:

1. Establish age-appropriate guidelines for food and beverages at classroom parties or school celebrations;
2. Provide teachers with education and guidelines on the use of food as a reward in the classroom;
3. Establish guidelines for school-sponsored fund-raising activities that involve serving or selling food; and
4. Require that healthy food and beverage options be included at concessions at school-related events outside of the school day.

The Academy will implement, in accordance with law, a coordinated health program with a nutrition education component and will use health course curriculum that emphasizes the importance of proper nutrition. Nutrition education will be a school-wide priority and will be integrated into other areas of the curriculum, as appropriate. The Academy establishes the following goals to create an environment conducive to healthful eating and physical activity and to ex-press a consistent wellness message through other school-based activities:

1. Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable.
2. Wellness for students and their families will be promoted at suitable school activities.
3. Employee wellness education and involvement will be promoted at suitable school activities.

In addition, the Academy establishes the following goals for nutrition education:

1. Students will receive nutrition education that fosters the adoption of sound dietetic practices.
2. Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities to effectively deliver the program as planned.
3. The food service staff, teachers, and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.
4. Educational nutrition information will be shared with families and the general public to positively influence the health of students and community members.

STANDARD 20:

The Academy recognizes that family and community engagement in school affairs improves student achievement (Jordan, Snow & Porche (2000); Starkey & Klein (2000). During the first year of operation, the Academy will jointly develop with parents a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student

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academic achievement and school performance. The compact will, at a minimum, include the following components:

- Two teacher/parent conferences related to the individual child's achievement;
- Frequent reports (every six weeks and quarterly) to parents on their children's progress;
- A "Welcome Back" event for student and parents prior to the first day of school;
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities;
- Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- Workshops to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- Assurances that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- Scheduling school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- Establishment of celebratory school activities for the community/parents during Arkansas Public School Week
- Adoption of a Parent Advisory Council to provide advice on all matters related to parental involvement, educational programming, and policy/procedure development;
- Establishment of a parent involvement center, parent handbook/contract, and monthly newsletters;
- Adoption of an annual meeting to which all parents will be invited and encouraged to attend. The meeting will:

  a. showcase the Academy's policies, goals, programs, and annual report card.
  b. provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  c. request parental input regarding the Academy's annual performance.

STANDARD 21:

At the present time, the Academy is requesting a waiver of the following provisions of Title 6 of the A.C.A:

Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally: The Academy seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies that are generally not applicable to open-enrollment charter schools.

Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation: The Academy seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable to open enrollment charter schools.

Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections: The Academy seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable to open-enrollment charter schools.

Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act: The Academy seeks exemption from this portion of the Education Code. Employees will be employed on an "at-will" basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies approved by the Academy Board.

Subtitle 2, Chapter 17, Subchapter 23: Personnel Policy Law for Classified Employees: The Academy seeks exemption from this portion of the Education Code. Instead, the Academy Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

STANDARD 22:

The Academy will comply with all applicable local, state, and federal regulatory requirements regarding the creation and maintenance of desegregated public schools. The school will not interfere with the structure of the local school districts nor hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district in Arkansas. The applicant is not aware of any Federal desegregation court orders affecting the Fort Smith Public School District, nor any of the surrounding school districts from which students are likely to matriculate.

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Attachment 1.a.

Thank you for attending. Please sign in.

Name	Date
1. Emmanuel Doak	8.18.12
2. Jonn smith	8.18.12
3. snaden smith	8.18.12
4. Joslin doak	8.18.12
5. Selena doak	
6. Jesus nemodez	
7. Lynette Jackson	
8. María Bonilla	
9. Minan	
10. GONARO CABRERA.	
11. erik gonzlas	
12. Kayla andrews	
13. andrew pitmen	
14. Mark Harris	
15. Leo Tavares	
16. David Murphy	
17. Kristine Rushing	
18. Anderson Beroghill	
19. Christopher Grant	
20.	
21.	
22.	
23.	

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Attachment 1.b.

noble ACADEMY

let your mind soar...

Noble is...

noble

ACADEMY

21st Century School for 21st Century Students

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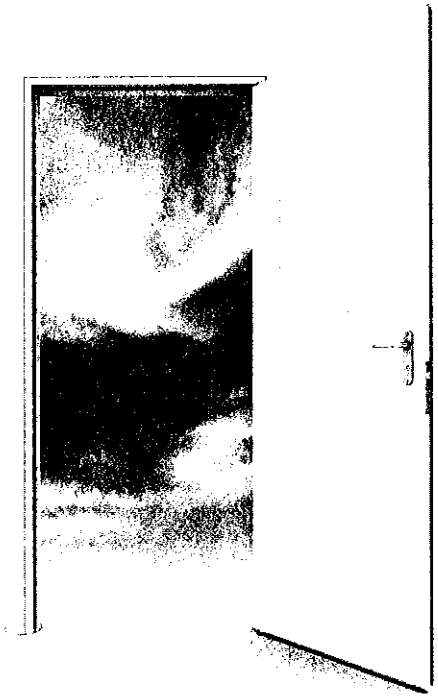
21st Century Skills translate to college & career readiness



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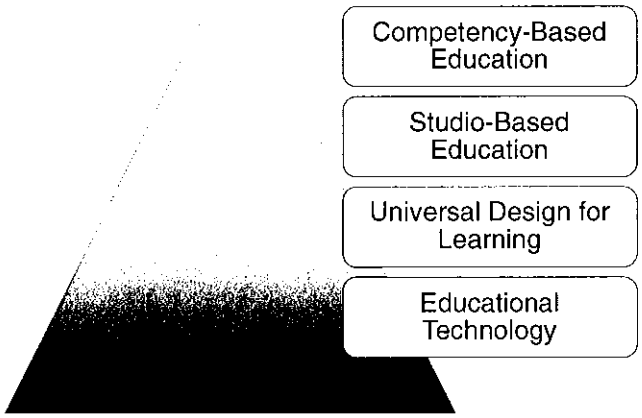
Noble is...

current model	our model
passive learning	active learning
teacher-directed	student-driven
textbook-centered	interactive media
test-driven	assessment-driven
grade-based	competency-based

21st Century School Design



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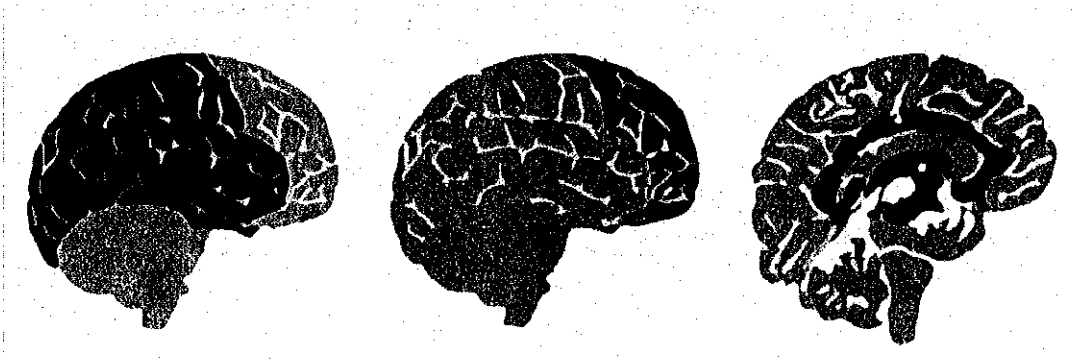
21st Century tools are used throughout the school...

- Tablets
- Cutting-Edge Tech
- 3D Printers
- Digital Interactive Media

Our model is UDL-based...



What How Why

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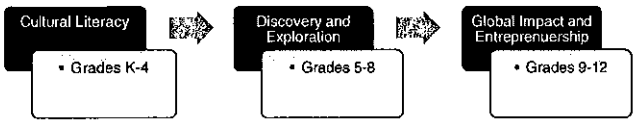
Students progress according to their competency levels



NOBLE STUDIO	Cultural Literacy Studio (K-4 grade levels)		Discovery and Exploration Studio (5-8 grade levels)		Global Impact Entrepreneurial Studio (9-12 grade levels)
Grade Levels	Lower K-1	Upper 2-4	Lower 5-6	Upper 7-8	9-12
Web-enhanced Coursework	100%	100%	100%	100%	100%
Universal Design for Learning Methodology	100%	100%	100%	100%	100%
Competency-based Education	100%	100%	100%	100%	100%
Online Coursework	NA	NA	NA	7 Grade: 75(F)/25(W) 8 Grade: 75(F)/25(W)	9 Grade: 75(F)/25(W) 10 Grade: 50(F)/50(W) 11 Grade: 50(F)/50(W) 12 Grade: 50(F)/50(W)
Instructional Time/Credit	8.0 hrs.	8.0 hrs.	8.0 hrs.	8.0 hrs.	120 hrs. = 1 credit

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noble ACADEMY

let your mind soar...

Attachment 1.c.

The Noble Education Initiative (NEI) is an inclusive, collegiate-focused learning community committed to the preparation of compassionate, service-oriented K-12 students with the intellectual, linguistic, entrepreneurial, and technological skills to

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assume authentic and relevant leadership roles within a global society. NEI intends to establish the first K-12 open-enrollment public charter school within the Greater Fort Smith Region. To meet the diverse educational needs of all K-12 students, the school will use Universal Design for Learning (UDL), an evidence-based teaching and learning framework, to link classroom instructional services and supports to current neuroscience research.

The purpose of this survey is to investigate the educational need for a UDL-based public charter school within the Greater Fort Smith Region. All responses are anonymous and strictly confidential. Your input is very important and greatly appreciated. The submission of this electronic survey constitutes your informed consent to participate in this investigation. If you have any questions or concerns, please contact:

Dr. John Doak
479.420.5550
jdoak@txite.org

1. What is your educational role?

- ○Teacher
- ○School Administrator
- ○Higher Education Faculty or Staff
- ○School Board Member
- ○Parent
- ○K-12 Student
- ○Community Member

2. What is the city and zip code of your primary residence?

3. Do you support the establishment of a UDL-based, K-12 public charter school within the Greater Fort Smith Region? ○YES ○NO

4. Briefly describe the rationale for your response to question #3.

5. If given the opportunity, would you enroll your child in a K-12 public charter school established by the NEI?

○YES ○NO

6. Briefly describe the rationale for your response to question #5.

7. Please submit any additional comments.

8. If you would like to receive additional information regarding the NEI public charter school proposal, please submit your contact information below.

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Attachment 1.d.

weapon to his eye and look down the barrel.

Webb said he had no qualms presenting a gun to the governor after last week's mass shooting at a movie theatre in Aurora, Colo., that left 12 dead and 58 wounded. While the guns are oper-

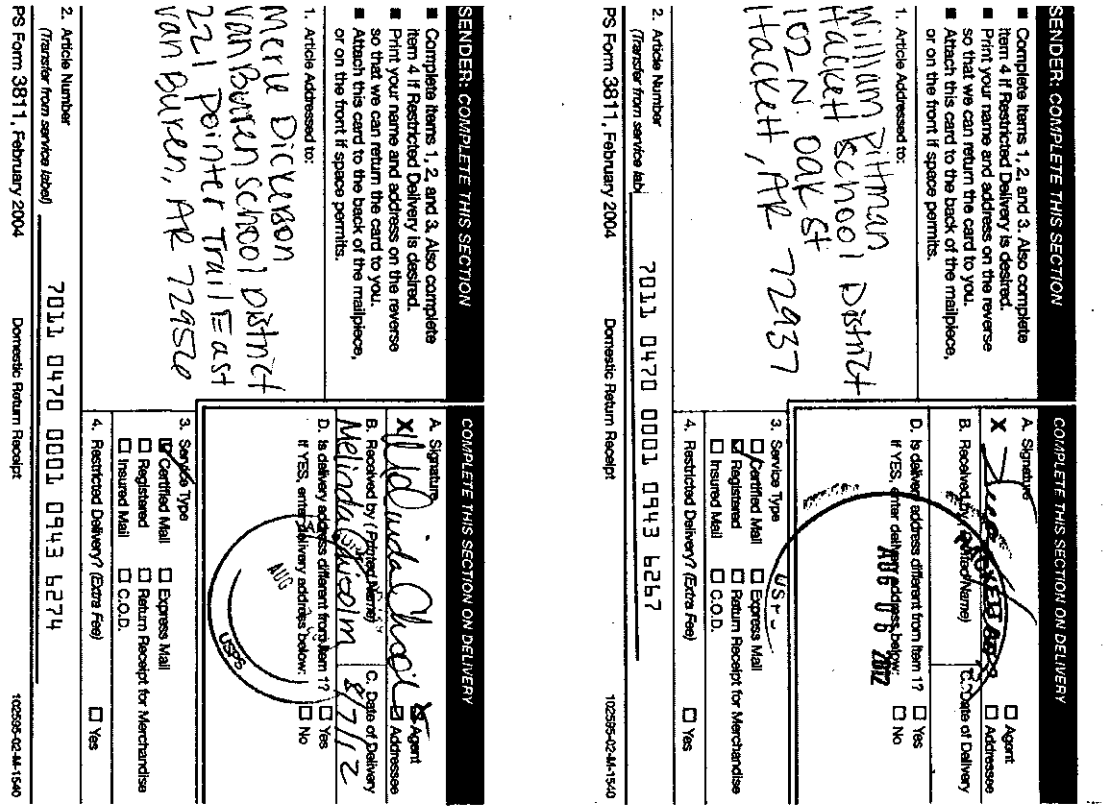
GOP majority in 2013.

As he had in Iowa on Thursday, Jindal compared Obama to President Jimmy Carter — calling Obama more liberal and more incompetent than the former president — but said he meant Carter no disrespect.

The Noble Education Initiative plans to submit an application to the State Board of Education to operate an open-enrollment public charter school in Fort Smith. The name of the proposed school is the Noble Academy. A public hearing and information session will be held to allow those in the community to learn more about the proposed school. The hearing will be held Saturday the 18th of August from 1-3pm in the Carnegie Room of the Fort Smith Public Library's Main Branch. All are welcome to attend and learn about the Noble Academy.

40
entire
...of all perma
merchandise i
Call 1-800-345-5273 to find a D
Dillards.com/Facebook
Dillard's Rewards
All about *choice*.
All about *you*.

Attachment 1.e.



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:
William Pittman
Hackett School District
102 N. Oak St
Hackett, AR 72937

2. Article Number (Transfer from service label) 7011 0470 0001 0943 6267

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

COMPLETE THIS SECTION ON DELIVERY

A. Signature X [signature] ☐ Agent ☐ Addressee
B. Received by (Printed Name) [signature] C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
AUG 06 2012

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

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:
Merle Dickerson
Van Buren School District
221 Pointer Trail East
Van Buren, AR 72956

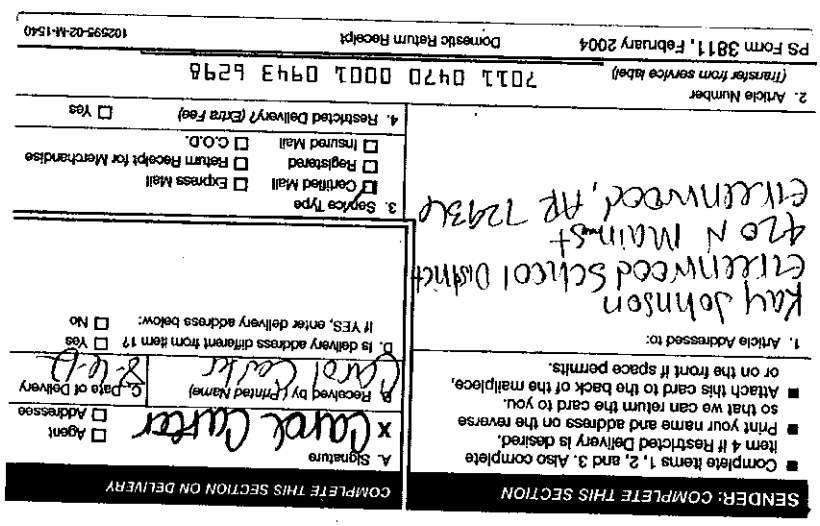
2. Article Number (Transfer from service label) 7011 0470 0001 0943 6274

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

COMPLETE THIS SECTION ON DELIVERY

A. Signature X [signature] ☐ Agent ☑ Addressee
B. Received by (Printed Name) Melinda Sweelm C. Date of Delivery 8/7/12
D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
AUG USPS

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



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:
Kay Johnson
Greenwood School District
420 N Main St
Greenwood, AR 72936

2. Article Number (Transfer from service label) 7011 0470 0001 0943 6298

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

COMPLETE THIS SECTION ON DELIVERY

A. Signature X Carol Carter ☐ Agent ☐ Addressee
B. Received by (Printed Name) Carol Carter C. Date of Delivery 8-6-12
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

Attachment 1.f.

SENDER: COMPLETE THIS SECTION

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1. Article Addressed to:
Robert Ross
Mansfield School District
402 Eagle Street
Mansfield, AR 72944

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X [signature] ☐ Agent ☐ Addressee
B. Received by (Printed Name): Deuinnugent C. Date of Delivery: AUG 6 2012 FT SMITH AR 72901
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): 7011 0470 0001 0943 6234
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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- 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:
Benny Gooden
Fort Smith School District
3205 Jenny Lind
PO Box 1948
Fort Smith, AR 72902-1948

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X [signature] ☐ Agent ☐ Addressee
B. Received by (Printed Name): Cindy Frye C. Date of Delivery: 8/6/12
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): 7011 0470 0001 0943 6243
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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:
Sonia Lark
Alma School District
910 Highway 64 East
Alma, AR 72921

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X [signature] ☐ Agent ☐ Addressee
B. Received by (Printed Name): Norma Nelson C. Date of Delivery: 8/14/12
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): 7011 0470 0001 0943 6229
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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:
Teresa Rassdale
Hartford School District
508 W. Main St
Hartford, AR 72938

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X [signature] ☐ Agent ☐ Addressee
B. Received by (Printed Name): C. Date of Delivery: 8-6-12
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): 7011 0470 0001 0943 6250
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-154

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Attachment 1.g.

7011 0470 0001 0943 6229

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CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com®

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012 HARTFORD, AR 72426

Sent To: Sonia Lark
Street, Apt. No.; or PO Box No.: Alma School District
City, State, ZIP+4: Alma, AR 72921

PS Form 3800, August 2006 See Reverse for Instructions

7011 0470 0001 0943 6274

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

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012

Sent To: Merle L. Dickerson
Street, Apt. No.; or PO Box No.: 221 Pointer Trail East
City, State, ZIP+4: Van Buren AR 72956

PS Form 3800, August 2006 See Reverse for Instructions

7011 0470 0001 0943 6298

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012 HARTFORD, AR 72426

Sent To: Kay Johnson
Street, Apt. No.; or PO Box No.: 420 N. Main St
City, State, ZIP+4: Greenwood AR 72936

PS Form 3800, August 2006 See Reverse for Instructions

7011 0470 0001 0943 6267

U.S. Postal Service™
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Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012

Sent To: William P. Hinman
Street, Apt. No.; or PO Box No.: 102 N. Oak St.
City, State, ZIP+4:

7011 0470 0001 0943 6243

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

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012 USPS

Sent To: Robert Ross
Street, Apt. No.; or PO Box No.: 402 Grove St.
City, State, ZIP+4: Mansfield AR 72944

7011 0470 0001 0943 6236

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

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here AUG 03 2012 HARTFORD, AR 72426

Sent To: Benny Gooden
Street, Apt. No.; or PO Box No.: P.O. Box 1948
City, State, ZIP+4: Ft Smith AR 72902

PS Form 3800, August 2006 See Reverse for Instructions

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2013-2014 School Calendar

July 2013

Su	M	Tu	W	Th	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			

August 2013

Su	M	Tu	W	Th	F	S
						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 2013

Su	M	Tu	W	Th	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					

October 2013

Su	M	Tu	W	Th	F	S
						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 2013

Su	M	Tu	W	Th	F	S
						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 2013

Su	M	Tu	W	Th	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 2014

Su	M	Tu	W	Th	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 2014

Su	M	Tu	W	Th	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 2014

Su	M	Tu	W	Th	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 2014

Su	M	Tu	W	Th	F	S
						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 2014

Su	M	Tu	W	Th	F	S
						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 2014

Su	M	Tu	W	Th	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					

School Breaks

Holidays

Professional Development

Academy Days

Graduation

Parent/Teacher Conferences

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Daily Schedule

Cultural Literacy Studio (K-4)

School Begins	8:00 AM
1st Period	8:00AM – 10:00PM
2nd Period	10:00AM - 12:00PM
Lunch	12:00PM – 12:30PM
Indoor/Outdoor Discovery	12:00PM – 1:00PM
3rd Period	1:00PM – 3:00PM
4th Period	3:00PM – 4:00PM
Dismissal	4:30 PM

Discovery and Exploration (5-6)

School Begins	8:00 AM
1st Period	8:00AM – 10:00PM
2nd Period	10:00AM - 12:00PM
Lunch	12:00PM – 12:30PM
3rd Period	12:30PM – 2:30PM
4th Period – Project Work	2:30PM – 4:30PM
Dismissal	4:30 PM

Discovery and Exploration Studio (7-8) 25%

School Begins	8:00 AM
1st Period	8:00AM – 10:00PM
2nd Period	10:00AM - 12:00PM
Lunch	12:00PM – 12:30PM
3rd Period – Project Work/ Dismissal	12:30PM – 2:30PM
4th Period - Online	2:30PM – 4:30PM

Global Impact Studio (9-12) 50% Online

School Begins	8:00 AM
1st Period	8:00AM – 10:00PM
2nd Period	10:00AM - 12:00PM
Lunch - Dismissal	12:00PM – 12:30PM
3rd Period - Online	12:30PM – 2:30PM
4th Period - Online	2:30PM – 4:30PM

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Letter of Intent to Apply for an Open-Enrollment Public School Charter

June 06, 2012

Dr. Mary Ann Duncan, Program Coordinator
Arkansas Department of Education
Public Charter Schools
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Dr. Duncan:

Please accept this letter of intent to apply for an open enrollment public school charter. The Noble Education Initiative (NEI), a non-profit 501 (c) (3) organization committed to educational success for students with diverse learning needs, intends to submit a proposal to establish a charter school (Noble Academy of Impact and Entrepreneurship) in Fort Smith, Arkansas. Upon ADE approval, the Academy will enroll 450 students in grades kindergarten through twelve.

Working at the nexus of business and technology, the Noble Academy of Impact and Entrepreneurship is a competency-based, universally-designed studio learning community committed to the preparation of compassionate, service-oriented graduates with the knowledge, skills, and dispositions to assume authentic leadership roles within a global society. To enhance and individualize curriculum delivery, the Academy uses a hybrid educational model that integrates asynchronous online and face-to-face instruction throughout a four quarter academic year.

Our school design reflects a three-tiered educational approach based on current learning, cognitive, and neuroscience research. The three tiers are: (1) Universal Design for Learning (UDL); (2) Competency-Based Education (CBE); and (3) Studio-Based Learning (SBL). Additionally, I will serve as the contact person for the NEI. A copy of this letter of intent was sent via certified mail to the Superintendent of Fort Smith Public Schools.

Sincerely,

Dr. John Doak

Noble Education Initiative

5322 LaBelle Court

Fort Smith, AR 72903

479.420.5550 (cell)/479.424.6247 (fax); jdoak@txite.org

August 30, 2012

Arkansas Department of Education
Public Charter Schools
Four Capital Mall, Room 105 C
Little Rock, Arkansas 72201

To whom it may concern:

As a local member of the community, I support the efforts of the Noble Education Initiative (NEI) to bring an open-enrollment public charter school into the Greater Fort Smith Region. I understand that the NEI requires a strong network of local support. I am fully committed to contributing necessary funds to support the procurement and maintenance of a facility for the Noble Academy.

If I can answer any questions or provide any additional information, please contact me.

Sincerely,

Steve Clark
Co Founder Rockfish Interactive

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 traditional 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.

Signature of
President of the Sponsoring Entity Board of Directors

Date: 8/31/12

Steve Clark
Print or type name

Open-Enrollment Public Charter School
Application Checklist

- ❑ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent **must be received by the Charter School Office no later than 4:00 p.m., June 30.**

- ❑ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent **must be received by the local district no later than 4:00 p.m., June 30**. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.

- ❑ Publish the notice of public hearing following these requirements

  A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive 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.

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

  C. The last publication of notice shall be no less than seven (7) days prior to the public 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 superintendents 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 superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

  Documentation that these requirements have been met must be included in the charter school application.

- ❑ Conduct the public hearing; include results of the public hearing in the charter school application.

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(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information, visit our website at www.usps.com®

OFFICIAL USE

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here

Sent To

Street, Apt. No.; or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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OFFICIAL USE

Postage	$ .45
Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here

MAY 30 2012

Sent To

Street, Apt. No.; or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.75

Postmark Here

MAY 30 2012

Sent To

Street, Apt. No.; or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

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:

Benny L Gooden
Superintendent of Schools
PO BOX 1948
3205 Jenny Lend Road
Fort Smith, AR 72902

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X William Cogle ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery
William Cogle

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 0780 0002 1547 1300

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-154

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:

Dr. Mary Ann Duncan
Program Coordinator
Arkansas Department of Ed.
Public Charter Schools
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X John De Leon ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery
JOHN DE LEON 1-8-12

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*) 7011 0470 0001 0943 6083

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-154

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:

Dr. Mary Ann Duncan
Arkansas Dept. of Education
Public Charter Schools
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X John De Leon ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery
JOHN DE LEON 1-8-12

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 0780 0002 1547 1775

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-154

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
NOBLE EDUCATION INITIATIVE, INC.

2 c/o Name (if applicable)
THE NOBLE ACADEMY

3 **Mailing address** (Number and street) (see instructions)
5000 ROGERS AVENUE

Room/Suite
800

4 Employer Identification Number (EIN)
APPLIED FOR

City or town, state or country, and ZIP + 4
FORT SMITH, ARKANSAS 72903

5 Month the annual accounting period ends (01 – 12)
JUNE

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: DR JOHN DOAK

b Phone: 479-420-5550

c Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ Yes ☑ No

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ Yes ☑ No

9a Organization's website: WWW.NOBLE.IS

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ Yes ☑ No

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 08 / 30 / 2012

12 Were you formed under the laws of a **foreign country?** ☐ Yes ☑ No
If "Yes," state the country.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☑ Yes ☐ No

2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☑ No

3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☑ No

4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☑ No

b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☐ No

5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☑ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): SECTION 5, ARTICLES OF INC ☑

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. SECTION 6, ARTICLES

2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached			

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
TBA	PRINCIPAL	UNKNOWN	

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☑ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.	☑ Yes	☐ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ Yes	☑ No

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	☐ Yes	☑ No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ Yes	☑ No
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ Yes	☑ No
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☐ Yes	☑ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No
c	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.		

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☑ No

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☐ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☐ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☑ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☑ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☑ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following:		
	(i) Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☐ No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☐ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☐ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☐ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☐ No

Part VIII **Your Specific Activities** *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☑ Yes	☐ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From ..... To	(b) From ..... To	(c) From ..... To	(d) From ..... To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	See	Attached			
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX **Financial Data** *(Continued)*

B. Balance Sheet (for your most recently completed tax year)		Year End: (Whole dollars)
Assets		
1 Cash	1	
2 Accounts receivable, net	2	
3 Inventories	3	
4 Bonds and notes receivable (attach an itemized list)	4	
5 Corporate stocks (attach an itemized list)	5	
6 Loans receivable (attach an itemized list)	6	
7 Other investments (attach an itemized list)	7	
8 Depreciable and depletable assets (attach an itemized list)	8	
9 Land	9	
10 Other assets (attach an itemized list)	10	
11 Total Assets (add lines 1 through 10)	11	
Liabilities		
12 Accounts payable	12	
13 Contributions, gifts, grants, etc. payable	13	
14 Mortgages and notes payable (attach an itemized list)	14	
15 Other liabilities (attach an itemized list)	15	
16 Total Liabilities (add lines 12 through 15)	16	
Fund Balances or Net Assets		
17 Total fund balances or net assets	17	
18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☐ No

Part X **Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X **Public Charity Status** *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☑ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐	
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change). $800	☑	

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ (Signature of Officer, Director, Trustee, or other authorized official)

STEVE CLARK
(Type or print name of signer)

8/30/2012
(Date)

CHAIRMAN OF THE BOARD
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☑ Yes	☐ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☑	
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).	☐	

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ ✓ (Signature of Officer, Director, Trustee, or other authorized official)

STEVE CLARK (Type or print name of signer)

CHAIRMAN OF THE BOARD (Type or print title or authority of signer)

8/30/2012 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Public Charter School - funding by Arkansas State ☑ Yes ☐ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☐ Yes ☐ No

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☐ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☐ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ Yes ☐ No

Part II - 1

Cyndi Dye

Subject: FW: Confirmation of Arkansas Online Corporation Filing for Noble Education Initiative Inc.

Attachments: annual_report_contact.html; npd01_501.html

-----Original Message-----
From: AR Online Filing System [mailto:support@ark.org]
Sent: Thursday, August 30, 2012 3:37 PM
To: Terry Smith
Subject: Confirmation of Arkansas Online Corporation Filing for Noble Education Initiative Inc.

Thank you for your recent filing with the Arkansas Secretary of State Online Filing System.

The details of your transaction are described below.

Date of Filing: 08/30/2012
Name of Corporation: NOBLE EDUCATION INITIATIVE INC.

ARTICLES OF INCORPORATION FOR DOMESTIC NON-PROFIT - 501(C)(3): $40.00 Corporate Franchise Tax Contact Form: $0.00 EFFECTIVE DATE:

Sub-Total: $40.00
Processing Fee: $5.00
Total Amount Charged: $45.00

Contact Information:
TERRY SMITH

PO BOX 11708
FORT SMITH, AR 72917
4794787800
tsmith@propak.com

A copy of the form(s) you completed are attached to this email.

If you have any questions about this filing, you may call the Information Network of Arkansas at 877-727-3468. Please reference your Transaction ID (20120830151240372) in any communications regarding this transaction.

You can report a problem on-line, if you prefer:
http://www.accessarkansas.org/support/public.php?projectid=75

Thank you for your interest in the Arkansas Online Filing System for Corporations!

Arkansas Secretary of State
http://www.sosweb.state.ar.us/

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

1: **The name of the corporation is:**

NOBLE EDUCATION INITIATIVE INC.

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

3: **Will this corporation have members:** YES

4: **Power of the corporation:**

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

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

5: The purpose for which this corporation is organized:

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

6: Distribution of assets on dissolution:

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

7: Corporation's initial registered agent:

Name	TERRY SMITH
Street Address	5000 ROGERS AVE., SUITE 800
City:	FORT SMITH
State:	AR
ZIP:	72903-

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

Name 1	STEVE CLARK
Address 1	107 234 SOUTH 4806 ROAD, MULDROW, OK 74948
Name 2	
Address 2	
Name 3	
Address 3	
Name 4	
Address 4	
Name 5	
Address 5	
Name 6	
Address 6	
Name 7	
Address 7	
Name 8	
Address 8	
Name 9	
Address 9	
Name 10	
Address 10	

Optional Info:
STEVE CLARK, 107 234 SOUTH 4806 ROAD, MULDROW, OK 74948 CHAD WILLIAMSON KIM RICKARD KENNY TOMLIN

Signature of an Incorporator:

STEVE CLARK

NOBLE EDUCATION INITIATIVE INC.

NON-PROFIT CORPORATE BYLAWS

ARTICLE I

NAME

1.01 Name

The name of this corporation shall be Noble Education Initiative. The business of the corporation may be conducted as Noble Education Initiative or NEI.

ARTICLE II

PURPOSES AND POWERS

2.01 Purpose

NEI is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

NEI's primary purpose is the sponsorship of The Noble Academy (Academy). The Academy is a performance-based, universally-designed studio learning community committed to the preparation of compassionate, service-oriented graduates with the knowledge, skills, and dispositions to assume authentic and relevant leadership roles within a global society.

2.02 Powers

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limitation.

(a) Nonprofit Legal Status. NEI is an Arkansas non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the United States Internal Revenue Code.

(b) Exempt Activities Limitation. Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

(c) Distribution Upon Dissolution. Upon termination or dissolution of NEI, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the 1986 Internal Revenue Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

ARTICLE III

MEMBERSHIP

3.01 Membership

The corporation shall have a single member, Steven W. Clark, who has the right to vote and/or interest in or to the corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The board of directors may approve classes of non-voting affiliates with rights, privileges, and obligations established by the board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The board, a designated committee of the board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the board of directors, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not members of the corporation.

3.03 Dues

Any dues for affiliates shall be determined by the board of directors.

ARTICLE IV

BOARD OF DIRECTORS

4.01 Number of Directors

NEI shall have a board of directors consisting of at least 4 and no more than 15 directors. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the board and the affairs of the NEI. Shall be managed under the direction of the board, except as otherwise provided by law.

4.03 Terms

(a) All directors shall be elected to serve a one-year term, however the term may be extended until a successor has been elected.

(b) Director terms shall be staggered so that approximately half the number of directors will end their terms in any given year.

(c) Directors may serve terms in succession.

(d) The term of office shall be considered to begin January 1 and end December 31 of the second year in office, unless the term is extended until such time as a successor has been elected.

4.04 Qualifications and Election of Directors

In order to be eligible to serve as a director on the board of directors, the individual must be 18 years of age and an affiliate within affiliate classifications created by the board of directors. Directors may be elected at any board meeting by the majority vote of the existing board of directors. The election of directors to replace those who have fulfilled their term of office shall take place in January of each year.

4.05 Vacancies

The board of directors may fill vacancies due to the expiration of a director's term of office, resignation, death, or removal of a director or may appoint new directors to fill a previously unfilled board position, subject to the maximum number of directors under these Bylaws.

(a) Unexpected Vacancies. Vacancies in the board of directors due to resignation, death, or removal shall be filled by the board for the balance of the term of the director being replaced.

4.06 Removal of Directors

A director may be removed by three-fourths (3/4) vote of the board of directors then in office, if:

(a) the director is absent and unexcused from two or more meetings of the board of directors in a twelve-month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the board president. The president shall not have the power to excuse him/herself from the board meeting attendance and in that case, the board vice president shall excuse the president. Or:

(b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

4.07 Board of Directors Meetings.

(a) Regular Meetings. The board of directors shall have a minimum of two (2) regular meetings each calendar year at times and places fixed by the board. Board meetings shall be held upon four (4) days notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.

(b) Special Meetings. Special meetings of the board may be called by the president, vice president, secretary, treasurer, or any two (2) other directors of the board of directors. A special meeting must be preceded by at least 2 days notice to each director of the date, time, and place, but not the purpose, of the meeting.

(c) Waiver of Notice. Any director may waive notice of any meeting, in accordance with Arkansas law.

4.08 Manner of Acting.

(a) Quorum. A majority of the directors in office immediately before a meeting shall constitute a quorum for the transaction of business at that meeting of the board. No business shall be considered by the board at any meeting at which a quorum is not present.

(b) Majority Vote. Except as otherwise required by law or by the articles of incorporation, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the board.

(C) Hung Board Decisions. On the occasion that directors of the board are unable to make a decision based on a tied number of votes, the president or treasurer in the order of presence shall have the power to swing the vote based on his/her discretion.

(d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, directors may participate in a regular or special meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings.

4.10 Compensation for Professional Services by Directors

Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration shall be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

4.11 Informal Action By The Board of Directors

Any action required or permitted to be taken by the board of directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of

this provision is to allow the board of directors to use email to approve actions, as long as a quorum of board members gives consent.

ARTICLE V

OFFICERS

5.01 Board Officers

The officers of the corporation shall be a board president, vice-president, secretary, and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required.

5.02 Term of Office

Each officer shall serve a one-year term of office; each board officer's term of office shall begin upon the adjournment of the board meeting at which elected and shall end upon the adjournment of the board meeting during which a successor is elected.

5.03 Removal and Resignation

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

5.04 Board President

The board president shall be the chief volunteer officer of the corporation. The board president shall lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and shall perform all other duties incident to the office or properly required by the board of directors.

5.05 Vice President

In the absence or disability of the board president, the ranking vice-president or vice-president designated by the board of directors shall perform the duties of the board president. When so acting, the vice-president shall have all the powers of and be subject to all the restrictions upon the board president. The vice-president shall have such other powers and perform such other duties prescribed for them by the board of directors or the board president. The vice-president shall normally accede to the office of board president upon the completion of the board president's term of office.

5.06 Secretary

The secretary shall keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary shall cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the board president. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

5.07 Treasurer

The treasurer shall be the lead director for oversight of the financial condition and affairs of the corporation. The treasurer shall oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer shall perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

5.08 Non-Director Officers

The board of directors may designate additional officer positions of the corporation and may appoint and assign duties to other non-director officers of the corporation.

ARTICLE VI

CONTRACTS, CHECKS, LOANS, INDEMNIFICATION AND RELATED MATTERS

6.01 Contracts and other Writings

Except as otherwise provided by resolution of the board or board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the corporation shall be executed on its behalf by the president, secretary or treasurer or other persons to whom the corporation has delegated authority to execute such documents in accordance with policies approved by the board.

6.02 Checks, Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board.

6.03 Deposits

All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depository as the board or a designated committee of the board may select.

6.04 Loans

No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the board. Such authority may be general or confined to specific instances.

6.05 Indemnification

(a) Mandatory Indemnification. The corporation shall indemnify a director or former director, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which he or she was a party because he or she is or was a director of the corporation against reasonable expenses incurred by him or her in connection with the proceedings.

(b) Permissible Indemnification. The corporation shall indemnify a director or former director made a party to a proceeding because he or she is or was a director of the corporation, against liability incurred in the proceeding, if the determination to indemnify him or her has been made in the manner prescribed by the law and payment has been authorized in the manner prescribed by law.

(c) Advance for Expenses. Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such

action, suit or proceeding, as authorized by the board of directors in the specific case, upon receipt of (I) a written affirmation from the director, officer, employee or agent of his or her good faith belief that he or she is entitled to indemnification as authorized in this article, and (II) an undertaking by or on behalf of the director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that he or she is entitled to be indemnified by the corporation in these Bylaws.

(d) Indemnification of Officers, Agents and Employees. An officer of the corporation who is not a director is entitled to mandatory indemnification under this article to the same extent as a director. The corporation may also indemnify and advance expenses to an employee or agent of the corporation who is not a director, consistent with Montana Law and public policy, provided that such indemnification, and the scope of such indemnification, is set forth by the general or specific action of the board or by contract.

ARTICLE VII

MISCELLANEOUS

7.01 Books and Records

The corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its board of directors, a record of all actions taken by board of directors without a meeting, and a record of all actions taken by committees of the board. In addition, the corporation shall keep a copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

7.02 Fiscal Year

The fiscal year of the corporation shall be from July 1 to June 30 of each year.

7.03 Conflict of Interest

The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

7.04 Nondiscrimination Policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of NEI not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

7.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the board of directors then in office at a meeting of the Board, provided, however,

(a) that no amendment shall be made to these Bylaws which would cause the corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code; and,

(b) that an amendment does not affect the voting rights of directors. An amendment that does affect the voting rights of directors further requires ratification by a three-fourths (3/4) vote of a quorum of directors at a Board meeting.

(c) that all amendments be consistent with the Articles of Incorporation.

ARTICLE VIII

AMENDMENT OF Articles of Incorporation

8.01 Amendment

Any amendment to the Articles of Incorporation may be adopted by approval of three-fourths (3/4) of the board of directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I do hereby certify that the above stated Bylaws of Noble Education Initiative Inc. were approved by the NEI board of directors on Thursday, August 30, 2012 and constitute a complete copy of the Bylaws of the corporation.

Secretary _____

Date: 8 Bo 2012

NOBLE EDUCATION INITIATIVES, INC.
PART IV

GENERAL DESCRIPTION OF ACTIVITIES

The Noble Academy, which is in the process of applying to ADE for Arkansas Public Charter School status, is sponsored by Noble Education Initiative, Inc. The Noble Academy is a performance-based, universally-designed studio learning community committed to the preparation of compassionate, service-oriented graduates with the knowledge, skills, and dispositions to assume authentic and relevant leadership roles within a global society. To ensure that every student earns a high school diploma, the Academy is staunchly committed to using accessible, measurable, and research-based educational practices to promote a culture of college and career readiness. Since our educational philosophy is based on the findings of 21st century learning, cognitive, and neuroscience research, we developed an interlocking four-tiered school design that enhances and expands the current educational options for K-12 students residing within the Greater Fort Smith Region. The four tiers of our school design are: (1) Educational Technology; (2) Universal Design for Learning; (3) Studio-Based Learning; and (4) Competency-Based Education. These four tiers support a dynamic hybrid school design built upon dual web-based and face-to-face instructional platforms. Our school design prepares all students for the realities and demands of the Information Age by increasing opportunities to access an academically-rigorous curriculum through technology-rich supports and services.

Class size requirements adhere to ADE requirements. Student interaction with the course instructor is available at a ratio of no more than 25 students per class and 125 students each day per asynchronous course. Students are required to meet all ADE standards regarding enrollment and attendance requirements. The Academy's annual academic calendar consists of three 12-week quarters (180 instructional days) and a four-week Summer Academy consisting of elective and career-oriented coursework (20 instructional days). The Academy will provide a total of 200 instructional days per academic year. The academic calendar will adhere to all provisions of A.C.A. § 6-10-106 (2011) and A.C.A. § 6-10-108 (2011).

Each school day consists of 8.0 clock hours of instructional time and thirty minutes for lunch. Ninth through twelfth grade courses meet for two hours daily throughout the quarter for a total of 120 hours. Supplemental face-to-face individualized tutoring and access to assistance for online coursework is offered daily from 4:30 pm to 8:30 pm in the Mutiny Lab, a state of the art learning facility for 21st century Digital Natives.

The parents or guardians of any child eligible to attend a public secondary school (grades 9-12) regulated under the laws of the State of Arkansas may apply for admission to the school. To ensure fair and equitable admission practices, the Academy will observe and comply with all anti-discrimination laws, both federal and state, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

and Section 504 of the Rehabilitation Act of 1973 (ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC CHARTER SCHOOLS).

Additionally, the school will not discriminate in admission on the basis of gender, national origin, language, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the school may deny the exclusion of a student who has been expelled from another public school district. School enrollment will reflect the demographic diversity of the Greater Fort Smith Region. The school is nonsectarian in the programs, admissions policies and employment practices.

NOBLE EDUCATION INITIATIVE, INC
PART V

The following is 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 Noble Education Initiative, Inc. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Dr. John Doak	Position: Consultant	State of Residence: AR
Name: Mrs. Lauren Gann	Position: Consultant	State of Residence: AR
Name: Mr. Adam Brandt	Position: Consultant	State of Residence: AR
Name: Mr. Steve Clark	Position: NEI Chairman	State of Residence: AR
Name: Mr. David Ballard	Position: Consultant	State of Residence: AR
Name: Mr. Chad Williamson	Position: NEI Board	State of Residence: AR
Name: Mrs. Kim Rickard	Position: NEI Board	State of Residence: AR
Name: Mr. Kenny Tomlin	Position: NEI Board	State of Residence: AR

Part V - 5a

Noble Education Initiative

Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect **Noble Education Initiative's** (the Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person**
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

- No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- Has received a copy of the conflicts of interest policy,
- Has read and understands the policy,

- Has agreed to comply with the policy, and
- Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

- Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.