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Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013

ARKANSAS DEPARTMENT OF EDUCATION

2013 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.

GREAT SEAL OF THE STATE OF ARKANSAS

Name of Proposed Charter School:

Young Adult Magic Johnson Bridgescape Academy of CrittendenC

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Young Adult Magic Johnson Bridgescape Academy of Crittend

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 250

Name of Sponsoring Entity: Osceola Communication, Business and Arts, Inc

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

- [ ] a public institution of higher education;
- [ ] a private nonsectarian institution of higher education;
- [ ] a governmental entity; or
- [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. (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 included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Sally Wilson

Address: 851 W. Semmes City: Osceola

ZIP: 72370 Daytime Phone Number: (870) 822-0574 FAX: (870) 563-5582

Email: ocbainc@yahoo.com

Charter Site
Address: 383 Highway 77 North (Phelix School Bldg) City: Sunset

ZIP: 72364 Date of Proposed Opening: August 2014

Chief Operating Officer
of Proposed Charter (if known): TBD Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

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

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. 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: Sally Wilson	Position: OCBA, Inc - President	State of Residence: AR
Name: B.J.Bowles	Position: OCBA, Inc - Secretary	State of Residence: AR
Name: Terry Coburn	Position: OCBA, Inc - Vice President	State of Residence: AR
Name: Mike Malone	Position: EdisonLearning	State of Residence: IN
Name: Jodie Beckley	Position: EdisonLearning	State of Residence: MI
Name: Chris Wilberding	Position: EdisonLearning	State of Residence: IL
Name: Jennifer Parker	Position: EdisonLearning	State of Residence: FL
Name: Beau Butler	Position: OCBA, Inc	State of Residence: TN
Name: Anita Farley-Adams	Position: OCBA, Inc	State of Residence: AR
Name: Dr. Sharon Nesbitt	Position: OCBA, Inc	State of Residence: AR
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:

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

4110 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Earle School District	Marion School District	West Memphis School District
Hughes School District	East Poinsett School District	Marked Tree School District
So. MS County School Distri		

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Charter School will serve students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting.

In order to adequately support the population of students, the Magic Johnson Bridgescape program combines several key components: a blended instructional model that includes direct instruction and online learning, an individualized instruction path, and the counseling and behavioral coaching necessary to earn a high school diploma and achieve success beyond graduation. These components work together so that the program focuses on the whole student and not just the student's academic coursework.

Through the blended learning environment, high school students will be able to experience an abbreviated non-traditional school day and maximize the online coursework to focus on specific areas of need. Additionally, through a combination of the individualized instructional path and coaching and counseling, students will receive a roadmap to receive their high school diploma and the counseling to support not only that effort, but to also make post-secondary plans.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

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

   Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

   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 the public hearing was not published in the classified or legal notice section of the newspaper.

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

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

Applicant Response:

The Young Adult Magic Johnson Bridgescape Academy of Crittenden County public hearing was held at 6:00 on Monday, August 26, 2013 in the Marion City Hall, 14 Military Road in Marion, Arkansas.

The notices ran in the local paper, The Evening Times, on August 8, August 14 and August 19. The last notice on Monday, August 19 was seven days prior to the public meeting. The size of each notice was 3.5" by 3" and ran on the page with general news. The notice read: "You are invited to a meeting to hear about a proposed charter school. Young Adult Magic Johnson Bridgescape Academy. Monday, August 26, 6:00pm, Marion City Hall. For more details e-mail ocbainc@yahoo.com". **Copies of the three notices are attached.**

The superintendents from all districts where the school is more likely to draw students and the districts contiguous to the Marion School District were invited to attend via e-mail on August 13, 2013. The names and schools of the superintendents invited are as follows:

Mr. Don Johnston, Marion School District;

Mr. Jon Collins, West Memphis School District;
Mr. Rickey Nicks, Earle School District;
Mr. Jimmy Wilkins, Hughes School District;
Mr. Michael Pierce, East Poinsett County School District;
Mrs. Annesa Thompson, Marked Tree School District;
Mr. Gary Masters, South Mississippi County School District

A copy of the e-mail, with the superintendents' contact information visible in the "To:" space is attached.

The Public Meeting was a complete success. Over 30 people attended the meeting including two circuit judges, the juvenile court chief officer, a city councilwoman, the city attorney, local church leaders and school teachers. Mark Randall, a reporter from the local paper attended and wrote a lengthy article that appeared on the front page of the local newspaper, The Evening Times two days after the meeting. The headline for article read, "Support Voice for charter plan.". The **article written by the reporter is available to ADE.**

The Public Meeting began at 6:10. Sally Wilson, the President of Osceola Communication Business and Arts, Inc, or OCBA, welcomed the attendees, reminded everyone to sign the attendance sheet. **The signed attendance sheets are available to ADE.** Wilson invited those in attendance who oppose the charter application register their opposition on the "I oppose" sheet.

Wilson gave a brief introduction of OCBA and explained how America's Promise Alliance and GradNation matched OCBA with the Magic Johnson Bridgescape Academy. Wilson also showed the educational need and the large number of non-graduated in the county. Mike Malone, from Indiana, gave the history of EdisionLearning, and explained the educational program and the record of proven success.

Wilson and Mike Malone from EdisonLearning used a PowerPoint presentation.

The 25 minutes powerpoint point presentation lasted about 25 minutes included the following topics. A question and answer period followed. The powerpoint presentation included:

1) The relationship between OCBA and Magic Johnson Bridgescape Academies/EdisonLearing
2) The dropout crisis data for Crittenden County
3) OCBA and MJBA's relationship with America's Promise Alliance and GradNation
4) The loss of economic impact in Crittenden County by the non-graduates
5) EdisonLearning fact sheet
6) EdisonLearing student demographics
7) Introduction Magic Johnson Bridgescape, MJB and its 17 campuses in five states
8) The school's key features, instructional model and curriculum
9) The Magic Johnson Bridgescape success rate
10) The benefits of the MJB alliance
11) A national map showing the Magic Johnson Bridgescape locations
12) MJB demographics and performance results
13) The Arkansas charter school approval process and timeline
14) An invitation to help and how to get involved

The slide showing the dropout crisis showed the dropping enrollment of the cohort groups in the last six graduating classes in Crittenden County. As an example, the combined Crittenden County class of 2011, had 902 students in its 10th grade class count but only 595 seniors graduated 2 ½ years later. The source of this data is the ADE Data Center county enrollment. Furthermore, the loss of economic impact from each graduate per year is $10,780. This amount totals to $3.3 million annually for 303 non-graduates from the class of 2011 alone. A **copy of the powerpoint presentation is available to ADE.**

A question and answer period followed with very good questions. The meeting concluded at 7:00.

The attendees appeared supportive of the proposed school. No one voiced opposition to the school and no one signed the "I oppose" sheet. **The "I oppose" sheet is available for ADE review.**

The meeting date was presented in three separate front-page articles in The Evening Times. The articles were

very informative and ran on August 8th, August 9th and August 26th. **Copies of the articles are available to ADE.**

The meeting was promoted to local leaders. On the Friday, before the meeting, and Monday, the day of the meeting, Sally Wilson and Mike Malone visited several community leaders to share information about the charter school proposal, including the city mayor, the county sheriff, the county mayor, the city police chief, the public defender, the juvenile intact officers, the deputy prosecuting attorney, the circuit clerk and the pastors or staff of three large churches. The feedback from the visits was positive. Most of those visited offered to write letters of support for the charter school proposal.

As a result of the meeting and extensive publicity and promotion, area citizens showed their support for the charter school application by signing a petition of support. **Five sheets of the Petition of Support are attached.** To date, there are at least **six additional sheets of the Petition. These additional petition sheets are available to ADE.**

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

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

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

   C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Legal Structure

The non-profit corporation Osceola Communication, Business and Arts Inc., (hereafter referred to as OCBA) is the sponsoring entity of the charter school application. OCBA has a governing board (hereafter referred to the Board) pursuant to its bylaws. The bylaws is posted on the website, http://www.ocbainc.com . If the Charter School is approved, this Board will govern the school and will be the ultimate governing body of the charter school.

Non-profit status since 2007

OCBA is a non-profit corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. OCBA was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. OCBA was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the OCBA's tax exempt status, is attached. OCBA is governed according to its bylaws that have already been approved by the IRS.

Governing Board's Roles and Responsibilities

The Board will control the operation of the proposed Charter School and make all decisions regarding the school. The Board will have final decision-making authority for the Charter School in the areas of finance, purchasing, student discipline, hiring and firing of staff, and hiring and firing of the Program Director and Director of Achievement.

If the charter is approved, the OCBA Board will enter into an agreement with EdisonLearning for the Magic Johnson Bridgescape program. Items in the agreement will include; recommendation for the school's directors, professional development of the teachers and staff, student recruitment, evaluating and assessing student, curriculum delivery, providing support services to the students, etc. **A sample of the agreement can be made available for ADE review**

OCBA will be responsible for fund raising and grant writing for the proposed Charter School. OCBA will incur any debt for the establishment and maintenance of the proposed Charter School. OCBA members abide by all federal rules governing non-profit boards and foundation. Should the Charter School close or be closed, all assets or funds (after debts paid) collected by OCBA on behalf of the Charter School will be returned to the state.

Policies and Procedures for Board Operation and Board election

Pursuant to its bylaws, the OCBA Board is elected to office by the OCBA members at the Annual Meeting held on the third Tuesday in September. OCBA membership is open to everyone dedicated to the mission of the Charter School.

The length of the terms for Board officers is two years. An officer is limited to two consecutive terms in the same office. The Board officers are a President, Vice President, Secretary, and Treasurer. The President presides over the Board meetings. The Secretary maintains minutes of the meetings. The Vice President acts in the President's absence. The Treasurer is responsible for overseeing the finances. If the charter is approved and pursuant to school law, the Board, during its September meeting will pass a resolution identifying the dispersing officer and alternate dispersing officer and file the resolution with the county treasurer and Department of Finance Administration. Pursuant to the OCBA bylaws, if a charter school application is approved, another board member will be elected making the board composition five members. This Board position will become the chairman of an Advisory Committee for the school. The Advisory Committee will not have governing powers but can help to advise the Board in matters concerning the charter school.

The Board will join the Arkansas School Board Association (ASBA) and will utilize the ASBA model policy program. The Board will adhere to requirements of local Board of Directors in Arkansas, including Arkansas' code of ethics for board members, avoiding nepotism and adhering to freedom of information, FOI. The Board members must attend training that is determined by the Corporation members at the Annual Meeting. The Board will oversee a long range plan for the Charter School.

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and will be reviewed and approved by the Board each year and posted on the school website. **Drafts of the School Board's policy, Student Handbook, Personnel Handbook can be available for review by the ADE staff.**

Delineation

EdisonLearning will recommend a qualified person for the Program Director and the Director of Achievement to the Board. The Program Director will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

The Board will vote to hire, renew, not renew and terminate all the school employees and consultants. The Board will issue all employee contracts and post the contracts on the school website pursuant to Arkansas law.

The Program Director, serving as the school's business manager. The description of personnel who will perform business duties is in Section C13, Business and Budget Planning of this application.

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

Plan for Involving Parents, Staff, Students and Community in the Decision-Making of the Charter School

A draft **Parent Involvement Plan** outlines the involvement of parents, staff and community in the decision-making of the Charter School. All parents, staff, adult-age students and supportive citizens are encouraged to join the OCBA non-profit corporation.

A local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the Charter School and the Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path *for those who are at risk through dropout intervention services that include a self-paced quality education in a* personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Filling a Critical Need

Through its involvement with America's Promise Alliance, http://www.americaspromise.org/, and the GradNation initiative, OCBA is aware of the need for innovative education to address the dropout crisis in the U.S., in Arkansas and in the Arkansas Delta. Nationwide, a student drops out of school every 26 seconds. The numbers of students leaving Arkansas schools can be studied using the ADE Data Center October 1st enrollment counts and graduation numbers. A typical illustration is an analysis of the statewide enrollment data from the class of 2011. The class of 2011 had 37,819 members in its 9th freshman class. The enrollment of this class dropped to 35,853 the next year, in their sophomore year. By the time the class of 2011 graduated, the number had dropped to 28,921 students.

For that class in Crittenden County, there were 902 sophomores but only 595 graduates in 2011.

For the same class in Mississippi County, there were 747 freshmen but only 536 graduates in 2011.

Studying the ADE Data Center enrollments over the past few years, there appears to have been shrinkage in the graduating classes of about 200 students per year in Mississippi County schools and about 250 students per year in Crittenden County schools. If these numbers are indicative of the number of non-graduates each year, *there could be 800 non-graduates between the ages of 18 and 22 living in Mississippi County, and about 1,000* non-graduates of the same age living in Crittenden County. These non-graduates are the primary target group for the Young Adult Magic Johnson Bridegescape Academy.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE.**

Innovations

OCBA recognizes that there is a need for an educational program to allow students to reach their potential in a non-traditional high school structure. OCBA proposes using EdisonLearning's Magic Johnson Bridgescape program; a scalable, cost-effective dropout prevention and recovery solution.

The Magic Johnson Bridgescape program will be different from the current comprehensive high schools and Alternative Learning Environments offered in area schools. The program provides a blended learning environment, where each student follows an individualized instructional path and is continually supported through coaching and counseling in order to earn a high school diploma and explore post graduation options.

The guiding goals for the Magic Johnson Bridgescape program are:

- Provide a challenging, enriching, and meaningful curriculum;
- Establish an environment that is safe and conducive to learning;
- Respect and celebrate a diverse community of learners;
- Assist students in developing good coping and problem solving skills that will allow them to meet challenges in a positive manner;
- Provide students with the tools necessary to achieve academic success, thus building the skills and confidence needed to become productive and contributing members of society; and
- Prepare students for post-secondary options including workforce readiness through Magic Johnson Enterprises workforce solutions and resources.

In the Magic Johnson Bridgescape model, differentiating program and instructional needs begins at the time of enrollment when students complete an initial assessment to determine any skill gaps that may be barriers to success. Once gaps are identified, students will be prescribed a reading and/or math remediation track to address specific needs. All historical data (*i.e.*, transcripts, IEPs, state assessment results) and any other available records and data will be reviewed by the teachers and staff who will collaborate with the student and parent or guardian (if available) to create the student's Individual Graduation Plan (IGP). Remediation, if needed, is included as a component of the IGP. Furthermore, students will be enrolled in an online career preparation course that will allow them to identify individual strengths and skills and to investigate employment and career options.

The blended instructional model gives students the opportunity to work at their own pace, take advantage of flexible scheduling, and learn through a variety of instructional methods. EdisonLearning's proprietary online coursework (eCourses) is designed to personalize the learning experience. eCourses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Structured based on a modular design with lessons limited to one or two standards based on objectives that are clear and attainable, students maintain focus and motivation by accomplishing achievable goals in each lesson, a technique which has been shown to foster success in online learning. Each lesson is accompanied by an assessment that tests mastery of lesson content and includes a host of interactive multimedia features that support the diverse needs of students as well as reinforce key concepts in the curriculum.

The eSchoolware learning and content management system allows teachers and staff to review student results, grades, time-on-task, and incorporate notes on achievement of student goals. When students are identified as struggling within a content area they will be provided the individualized assistance needed to master the material and move on. Individual or small group instruction is driven by student needs as identified through progress monitoring and will be provided as needed, both formally and informally. Small group instruction will be provided not only to address remediation needs but also to provide enrichment, specifically in the area of character education to promote good citizenship and decision making skills as well as to develop core values that include compassion, integrity, justice, and responsibility.

Teachers and staff will regularly monitor progress of their students according to the IGP on at least a weekly basis and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Progress Monitoring Logs are kept at the program location and notes are made regularly so that information can be shared among the team.

Further, focused on the student as an individual, the teachers, paraprofessionals, and counselors offer more than instructional and academic guidance, but a support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond. Assistance with job placement and job training is available, many times working with community groups to provide local support and opportunities. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. The Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape programs.

The research on preventing dropouts by the U.S. Department of Education identifies key strategies for effective programs including creating more personalized learning environments for students; providing extra support and academic enrichment for struggling students; assigning adult advocates to students deemed to be at risk of dropping out; and providing rigorous and relevant instruction to engage students in learning. The blended learning environment, individualized instructional path, and counseling and coaching offered through the Magic Johnson Bridgescape programs are based on the U.S. Department of Education's recommendations.

The targeted student population for the Magic Johnson Bridgescape program is students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting. In order to adequately support these students, the teachers and staff, including a qualified guidance counselor, focus on the whole student and not just the student's academic coursework. In focusing on the whole student, at the time the student is enrolled in a Magic Johnson Bridgescape program, the teachers and staff and specifically the counselor determine the social and emotional needs of the individual students. These needs will inform the IGP to determine the supports needed for success. As the student progresses through the program, the social and emotional needs will be continually monitored by all staff members. To provide these supports, the guidance counselor will identify the necessary community partners and create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the program has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross. If a student is hungry, doesn't have a place to stay, or is lacking basic needs, we strive to identify those needs and the agencies or support network that can meet these and thus eliminate barriers to learning.

Based on our experience in serving similar student populations, the main social and emotional needs of students who have dropped out of school or who are at-risk of dropping out of school are the basic necessities which are not always available in poorer communities (food, clothing, and shelter) and the issues that plague today's students (drug and alcohol abuse, bullying, gang activity). Magic Johnson Bridgescape works with students to address and ensure that to the best of our abilities their needs are satisfied so that they can learn.

Career and Technical Education

Responding to the community leaders' requests for additional career and technical education, OCBA may apply for a pilot program through Arkansas Career and Technical Education. The courses of study considered include Steel Technology and/or Logistics/Warehousing.

Distinguishing characteristics

It is not just our extensive experience of both OCBA and EdisonLearning that will set the Charter School apart from other schools, but the Magic Johnson Bridgescape's model's ability to still focus on the student's needs

through practical research-based strategies, and more modern, involved ways of instructional support.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Description of educational program

The Charter School will offer both a direct instruction and online educational program. The online courses are provided through Edisonlearning's proprietary eCourses, self-guided and self-paced online high school curriculum that enables students to complete coursework at their own pace, while being fully monitored and supported with daily assessments and interventions.

The primary source of curriculum is online coursework provided through EdisonLearning's proprietary eCourses, which are designed to personalize the learning experience. The courses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Each lesson is also accompanied by an assessment that tests mastery of lesson content. An online PDF textbook is also included with each course that serves as a companion guide to the content presented in each lesson.

Viable education program

The online coursework is designed to allow for individualization and customization based on specific student needs and includes a host of interactive multimedia features that support these diverse needs as well as reinforce key concepts in the curriculum. Features such as interactive demonstrations, interactive games, videos, and virtual science labs make courses engaging and support learning. Not only do students work at their own pace and focus on the learning components of each lesson that resonate with their own particular learning style, but the Foundation *eCourses* require that students demonstrate mastery (*i.e.*, receive a score of 80% or better) of the current lesson's assessment in order to advance to the next lesson. Additionally since students in alternative education may be struggling readers, Foundation *eCourses* are designed to support reluctant or struggling, while still maintaining the same academic rigor. Further audio programming components of the online curriculum, such as the text to speech functionality, allow lessons to be heard as well as read to support struggling readers and English Language Learners.

The eCourses are delivered through an engaging and competency-based platform called Course Player. This system delivers content to students in a linear fashion one learning object at a time and presents material appropriate to each learning modality. For example, visual learners will find comfort in direct video instruction covering examples and lesson objectives. Auditory learners are accommodated through text-to-speech software available for all textual content. Kinesthetic learners will be drawn to activities that require drag-and-drop tools, model building, laboratory simulations and other online manipulatives embedded into the curriculum.

In addition to their online learning, students will engage with teachers offering direct instruction for remediation, intervention, and enrichment, which may include, but is not limited to:

- Direct Instruction
- Project Based Learning
- Small Group
- One-on-One Support
- Cooperative Learning
- Role Play
- K-W-L
- Simulations

A description of the **Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies is available to ADE.**

School day and calendar

The length of the school year exceeds the state requirements. There are 178 days of instruction scheduled between early August and late May. Additionally there is a term scheduled for the summer. The school is

requesting a waiver on the start and ending days to accommodate this extended year. The school day has two four-hour blocks, one scheduled for the morning and one for the afternoon. An additional block in the evening will be offered as needed. The school is also requesting waiver for the length of school day to accommodate this extended day. The **calendar and daily/weekly schedule are attached.**

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Applicant Response:

For the population of students that the Charter School proposes to serve, the Charter School' goals focus on student achievement and student engagement.

Student Achievement:

• Based on the overall average of students demonstrating proficiency (in reading, reading comprehension, mathematics, and mathematics reasoning), the percentage of enrolled students demonstrating proficiency on the mandated state assessment, as applicable, will increase at least 2% each year.

• The percentage of students meeting 100% of their IGP goals will increase by at least 2% each year.

• The Charter School's annual graduation rates will increase at least 2% each year.

• The Charter School's average ACT or COMPASS scores will increase at each year. And the number of students attaining the ACT minimum benchmark of 18 for English and 22 for Math (or equivalent COMPASS) will increase each year.

Student Engagement:

• The Charter School will average at least 55% attendance each school year for all students.

• The attendance rate will increase at least 2% each year for all students.

• As demonstrated through anonymous student surveys, at least 90% of students will recommend the Charter School to their peers.

In addition to the state assessment required under law and State Board of Education regulations, within the Charter School student assessment and testing will be administered throughout the academic year in order to improve the instructional program at the Charter School; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum. Regular and systematic measures of learning are useful guides for parents, teachers, students, and community members as indicators of individual and group attainment of state and district standards.

Assessment tools

Upon enrollment in the school, students will take a diagnostic reading assessment in order to determine any skill gaps that may be barriers to success. Once identified, students will be prescribed a remediation track to address specific needs. The teachers and staff will regularly monitor progress of their students and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Students will also take an annual reading diagnostic assessment to measure growth. The creation of the IGP also includes a review of any state assessment data and/or academic improvement plans, AIP, to help inform each individual student's academic goals.
Further, individual assessment items within the eCourses are correlated to the Arkansas Curriculum Frameworks and the Common Core State Standards. Teachers continually monitor student progress in the eCourses and intervene as needed. For example, if a student's assessment across a particular standard dips below

proficiency, a teacher may point the student back to the portion of the course or to a web resource that presents the material in another way, or provide tutoring sessions with the individual student or a small group.

All assessments are designed so that the results are used by the teachers and staff to evaluate instructional practices and to initiate appropriate educational support for students in order to improve the instructional program; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum.

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

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

In developing the eCourses, EdisonLearning synthesized best practices from over a decade of online education experience and nearly two decades of experience driving student achievement in brick-and-mortar schools. The curriculum was developed by teachers with backgrounds in both the brick-and-mortar and online education communities to deliver an achievement-driven and engaging solution for both students and teachers. The eCourses solution was validated through a rigorous independent review process spearheaded by Dr. Paul Kim, Assistant Dean and Chief Technology Officer at Stanford University School of Education. This review process ensured that the usability and design of the courses effectively serves a broad population of students' needs and learning styles.

Aligned with ADE content standards and Common Core Standards

EdisonLearning's eCourses curriculum is fully-aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards, and a global set of standards produced by EdisonLearning. Since the eCourses are developed in-house, EdisonLearning's Curriculum Team can make necessary modifications to address changes in standards and any gaps in curriculum that do not currently meet standards. The eCourses are modular in nature. Each lesson is freestanding and builds in prerequisite knowledge, objective-based instruction and assessment pools that do not depend on or refer to previous or future lessons. This feature allows for any alignment gaps to be filled with content from the EdisonLearning repository of more than 8,000 unique lessons. This alignment process ensures that every standard is covered by both the instructional content and assessment items comprising the curriculum.

EdisonLearning is accredited as a Learning Service Provider by the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS). EdisonLearning is also accredited as a Distance Education School by the Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED. For NCAA initial-eligibility core-course requirements, EdisonLearning has an approved course list that meets the requirements for establishing the initial-eligibility certification.

Annual curriculum review

During the school's staff annual curriculum review and alignment, the staff will verify that standards, benchmarks and performance standards are addressed in the appropriate manner, such as lesson plans, pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

A table showing the alignment of ADE **course codes with the EdisonLearning's eCourses can be provided to ADE.**

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

As a part of the Magic Johnson Bridgescape program, the teachers, paraprofessionals, and counselors offer more than instructional and academic guidance, but a support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond.

The Charter School's Guidance Counselor will have the main responsibility for providing these services. For experience and skills, the Counselor will have a Master's of Social Work or Master's in Counseling, appropriate state credentials, clinical experience with at-risk children, strong communication skills, ability to work collaboratively with teachers/staff, and experience developing and managing community-based initiatives or school-business partnerships.

B) Health services;

Applicant Response:

The Charter School requests a waiver for the school nurse requirement. The Charter School will use the local Health Department or health consortium to deliver the required health services such as vision Screenings.

C) Media center;

Applicant Response:

The Charter School requests a waiver the media center. Students will have access to video library at the Charter School. Students will also have access to public libraries in the area communities.

D) Special education;

Applicant Response:

All students enrolled in the Charter School who are eligible for special education services will have a current Individualized Education Plan (IEP) that reflects their educational needs and services. The Charter School will be responsible for ensuring that each eligible student's IEP is fully implemented. The Charters School will provide special education and related services both directly and under contract with outside providers. The Charter School will offer a continuum of special education services per the services defined in the IEPs of all enrolled students with disabilities.

Students with an IEP will be served in the general Magic Johnson Bridgescape program and all accommodations written into the plan will be provided. Teachers and staff will ensure that the program meets the student's needs and/or accommodations according to his or her IEP.

Postsecondary transition will be a consideration for students with IEPs and as with regular education students, Teachers and will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study needed to assist the student in reaching those goals.

E) Transportation;

Applicant Response:

The Charter School requests a waiver from the transportation requirements. Should the need for transportation be deemed necessary to address, monies may then be budgeted to allow students the ability to use public transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Charter School's focus will be dropout prevention and recovery and as such anticipates offering an Alternative Learning Environment. The Magic Johnson Bridgescape program is an intervention program designed to remove traditional barriers that student encounter in school. Students will be assessed at entry and provided intervention services based on their individualized IGP. The Charter School may pursue a consortium with area schools and serve as an ALE lead school site.

G) English Language Learner (ELL) instruction

Applicant Response:

English Language Learners (ELL) will be identified early in the application process in order to provide timely access to ELL services. A Home Language Survey and other assessments will be completed for all students to guide the teachers in developing an appropriate educational program. The Charter School will be responsible for ensuring that ELL students and their families are served pursuant to all applicable state and federal laws.

Services for ELL students will be provided by appropriately qualified teachers in classroom settings, small groups, and/or individual tutoring sessions. The focus of instruction for ELL students will be teaching subject matter. However the subject matter will be introduced in a way that can be understood by the ELL students. Teachers will be provided information on the language proficiency of ELL students and adjust instruction accordingly.

Additionally, for ELL students, audio programming components of the online curriculum can be heard as well as read to support language learners. With the text-to-speech tool, a student is able to play an audio reading while the student reads the instructional material or replay it at their leisure to support their learning style. The online curriculum also has over 1200 multimedia items including virtual science labs and demonstrations to deliver visual, concrete explanations of abstract concepts

H) Gifted and Talented Program.

Applicant Response:

The Charter School requests a waiver from this requirement. As the Charter School is focused on at-risk students by offering a dropout prevention and recovery program, the Charter School does not anticipate offering a Gifted and Talented Program.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

As outlined in Section C4: Education using the ADE Data Center class enrollments and graduation numbers, there appears to have been, over the last few years, a shrinkage in the graduating classes of about 250 students per year in Crittenden County schools. If these numbers are indicative of the number of non-graduates each year, there could be about 1,000 non-graduates between the ages of 18 and 21 years old living in Crittenden County. These non-graduates are the primary target group for the Young Adult Magic Johnson Bridgescape Academy. Therefore there should be a very small number of students transferring from Crittenden County schools to the charter school.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE**.

The Charter School's 200 students will most likely be Crittenden County residents, and come from within the district boundaries of Marion School District, West Memphis School District and Earle School District.

According to the 2012-13 enrollment information housed on the Department of Education Data Center's website, the districts in Crittenden County contain 3,027 students in grades 9-12.

The map attached shows the geographic areas listed above.

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

Applicant Response:

Timeline for Annual Report to Parents and Community

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

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

Performance report card

The Board will publish the school's performance report card in the local newspaper pursuant to §6-15-2006(b).

Probationary status notification

In the unfortunate event that the school be placed on probationary status, the school will publish the report immediately on the school's website and will run the status report in the local newspaper for two weeks pursuant to §6-15-205.

Report to the ADE Charter School Office

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

ACSIP

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

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

As an open-enrollment charter school, the Charter School will enroll all eligible Arkansas students, provided that the program may accommodate the students.

Student recruitment plan

The Charter School will utilize EdisonLearning's Enrollment Department for student recruitment and admission services. EdisonLearning's Enrollment Department offers expertise in enrolling schools throughout the country, and consists of seasoned marketing professionals, enrollment managers, support staff, and an Enrollment Service Center which manages all phone calls, follow up calls, and document processing for the Magic Johnson Bridgescape programs. The Enrollment Department will design and produce brochures, posters, direct mail postcards, banners, promotional items for giveaway, advertising for local newspapers and transit systems and radio spots. The budget for this recruitment is reflected in the attached budget template.

Students are required to complete an enrollment application online to initiate the enrollment process. Applicants will then receive a call from an enrollment specialist to review their application, discuss their eligibility for the program obtain parental or legal guardian approval and explain the admissions requirements. Eligible students are then emailed or mailed a policy packet to fill out with state mandated information, which must then be returned with proof of residence, and any other official documents needed to hand off the student's application to the school for review. The Charter School will hold an enrollment process that is open, fair and in accordance with applicable law. EdisonLearning will manage all student contact information according to FERPA guidelines.

Open, fair admissions process and public lottery

If more applicants enroll in the school than are spaces available a public lottery will be held to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool. In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the Charter School.

Newly enrolled students are assigned a Learning Coach who provides the student the initial support and resources to promote student success. The Learning Coach provides the student with the Code of Conduct and Student Handbook, including the Statement of Understanding, reviews a Note Taking and Study Skills Tutorial, and provides a Student Orientation Packet. In the course of the orientation, new students complete a Cyber Essentials Course that helps familiarize students with the eCourses and provides an overview on how to navigate the eCourses. Students complete a New Student Worksheet to help identify why the student has dropped out of their prior school or program, what are their ultimate goals, and what they need to succeed at the Charter School. Students also complete an Academic Assessment to assess his or her basic skills. These tools are used to develop an IGP that is tailored to meet each student's unique learning needs and career goals.

*Samples of these **forms and policies can be made available to** ADE.*

Check which of the following enrollment preferences, as permissable in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- [ ] Children of founding members of the charter school
- [x] Siblings of enrolled students
- [ ] No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- [x] Yes
- [ ] No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

N/A

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

Applicant Response:

Director of Achievement - The main responsibility of this part-time regional position is managing EdisonLearning's primary focus of student achievement in schools. The role, which will be similar to that of a superintendent, also ensures excellence in service delivery of all Magic Johnson Bridgescape by collaborating and partnering with district and charter school boards to drive consistently superior achievement gains. As required, this role will manage relationships as well as the operational/financial/budgetary/legal management of the Magic Johnson Bridgescape program. The Director of Achievement should be experienced in school finance and familiar with APSCN's Financial Management System (FMS). The Director of Achievement will oversee responsibilities, ACSIP development and submission, Technology Plans & E-rate, Federal Programs Coordinator, Schedule the Annual Audit by year's end, School Budget by Sept 30th, Monthly financial reports, APSCN Financial Cycle reports, Security Policy, Salary schedules, Annual Report by Aug 31, Arkansas Retirement System, State and Public School Employee Insurance Program, Procurement and bidding, Statewide Information System, SIS, EDGAR, Equipment inventory, NSLA, Initial and Annual Tier 1 training, Write grant applications, Work financials with Educational Coop, Promotional events

School Operations Manager - The Schools Operations Manager, a regional position, akin to the Director of Achievement. Whereas the Director of Achievement ensures that the academic pieces are being implemented with fidelity, the School Operations Manager ensures that the operations/financial pieces are being implemented with fidelity

Program Director - The Program Director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Program Director, which will be similar to that of a school principal, is the overall leader of the school, with a dominant focus on instructional leadership. The Program Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The Program Director should be experienced with school administration and APSCN's SMS (student side) and FMS (financial side). And preferably, should have at least a master's degree and be experienced in managing a charter school. The Program Director will oversee responsibilities such as Standards of Accreditation, Statewide Information System, SIS, Board relations and policies-including discipline, Compliance to this Charter, Charter renewal, Long range planning, Quality Management System, Legal issues, Monitor ADE Commissioner's memos, Ensure all ADE reports are filed, Statement of Assurances by October 15th, Maintain job descriptions and employee contracts, Research and Development, Teacher training, Highly Qualified assurance, NSLA, Food services and nutrition, Liaison with Educational coop, Curriculum and Instruction, Testing and Assessments, Creating Master Schedule in APSCN, Initial and Annual Tier 1 training, Equity compliance report and assurance, ALE Reports & Program description, APSCN Student Management System, Cognos, Triand, APSCN Cycle reports, Manage student data, Required website postings (such as Student Handbook, Salary Schedule, Personnel Policies by September 15th, Parent Involvement Plan, Annual School Performance Report, Board meetings and information, Contracts). The Program Director is also responsible for control student records and transcripts, Control schedules and grades, Report attendance, Set student and staff discipline per Board Policy, Manage staff, Record staff professional development, Review student handbook, Evaluate transfer students' credits, Set up Parent Center, Arrange building inspections, Conduct safety and fire drills, Ensure compliance with IDEA, Ensure criminal background for staff, Ensure child mistreatment checks, Comply with Special Education, Schedule Parent Teacher Conference, Recruit targeted student, Enroll and retain students, Plan Closing Achievement Gap efforts, Encourage community involvement, Oversee graduation and diplomas, Delegate student functions and activities, Review lesson plans or pacing guides, Recruit and recommend teachers, Evaluate teachers, Observe classrooms, Serve as Instructional leader, Serve as Office of Teacher Quality, Plan Minority Teacher Recruitment, Parent Involvement Plan requirements, Purchase goods up to $10,000 or amount set by the Board and ADE.

Teacher - The budget reflects that 4 teachers, a part time ALE teacher and part-time ELL teacher will be hired in the first and second years. As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based

instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' IGPs, providing coaching and mentoring in an advisory capacity. The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success, Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

The Charter School requests the waiver on teacher certification, but the teachers must meet the highly qualified teacher status requirements. The School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE. All staff members will uphold the professional code of ethics and conflict of interest.

Special Education Teacher - The budget reflects that one special education teacher will be hired in the first and second years. The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Aide/Paraprofessional - The budget reflects that two aides will be hired in the first and second years. The Aide or Paraprofessional, as a member of the instructional team, works under the supervision of the Program Director. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Guidance Counselor - The budget reflects that one counselor will be hired in the first and second year. The qualified Guidance Counselor champions the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/ social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment. The Guidance Counselor will be trained (most likely at the educational cooperative) and appropriately qualified with APSCN student side.

Enrollment Coordinator - The budget reflects that one will be hired in the first and second years. The Enrollment Coordinator develops a student recruitment strategy, recruits students who are at-risk or who have dropped out of schools and maintains student enrollment.

Office Manager - The budget reflects that one will be hired in the first and second years. The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possessed of the same EdisonLearning core values. The Office Manager will be trained (most likely at the educational cooperative) and qualified to enter financial data and coding in APSCN information. The OfficeManager will also be trained to enter Cycle data into APSCN.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Business Office and managing fiscal responsibility

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

The Program Director will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under $10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board. The Program Director will prepare the monthly statements of finances and present them to the Board for approval. The Program Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

Additional financial responsibilities are listed under the job descriptions in the Staffing Plan in Section C12 of this application.

Procurement Policy

The Charter School has a draft of the purchasing and procurement policy. **This draft policy can be made available to ADE upon request.** The policy includes bidding procedures.

Annual Budget Timeline

Upon approval of the Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network

Two-year Budget Estimate

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

Budgeting for student enrollment

Year One: Enrollment - 200 students

Year Two: Enrollment - 200 students

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

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

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Annual Audit

OCBA has previously worked with Hudson Cisne, a Little Rock auditing firm, and therefore will ask Hudson Cisne to conduct the Charter School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)2 21-1000

The audit will be carried out after the end of the school year. The fee for the audit will be $10,000. This amount is reflected in the attached budget worksheet in year two.

Information needed to be reported to ADE
The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;
Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
Bonded & non-bonded Debt,
District School Bonds
Petty Cash,
Investment of Funds
Management of Schools
Board of Directors
District Treasurer - Warrants
Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections
Teachers and Employees
Personnel Policies
Employment & Assignment
Teacher's License Requirement
Contracts
Certification Requirements
Fair dismissal Act
Sick leave policies
Teacher Salaries, the Minimum Foundation Program Aid Act
Teacher Salary Fund
Trust Funds

Use of Contractors, Improvement, Contracts
Use of District M & O Millage (N/A)

Information Reported to the Community

The audit will be posted on the Charter School's website

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

- [x] Yes
- [ ] No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

A former school building

The proposed Charter School will be housed on the former Phelix (High) School Building in Sunset, Arkansas. The facility is vacant but still meets the needs of the proposed school. There are 30 classrooms in the building, but the Charter School plans to use use 10 classrooms in the first and second years. The Charter School will pay rent only for the space used, but the owners will allowed the school to add classrooms as needed.

Facilities and maintenance budget

The attached budget worksheet reflects the following line items, annually; $30,000 for rent, $20,000 for supplies and materials, $12,000 for utilities, $24,000 for phone/internet, $24,000 for custodial, $26,000 for facility maintenance.

The Board is experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with meeting Arkansas health and safety requirements, certificates of occupancy, and compliance with IDEA.

Facilities use form

The ADE supplied **Facilities Use form has been signed and is attached.** The building owners understand and invite representatives from ADE to visit the site within the next couple of months.

If the charter is approved, OCBA acknowledges that the lease or a loan for equipment purchase must be approved by the Commissioner of Education.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,

(3) The eligible entity sponsoring the open-enrollment public charter school, or

(4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The building is owned by Big Cypress Land Company, LLC, who principals are James Hale, Richard Williford and Mark Bell. There are no relations with the property owners and those listed in (1), (2) and (3). There is no school staff at this time.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- [x] Yes
- [ ] No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

IDEA

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

The land for the school is on farmland and is suitable for a school building. No liquor stores or sales are within 1000 feet of the facility.

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

(A) Any other individual specifically identified by name in Section A of the application;

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

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

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

There are no relationships as described in Question 17.

(B) If approved, OCBA plans to contract with Magic Johnson Bridgescape/EdisionLearning to manage the school. Any conflict of interest will be addressed through a management agreement between the Board and any other organization involved with the school. The OCBA bylaws includes a policy for Conflict of Interest. If approved, the Board will also approve and abide by a Conflict of Interest policy.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

There are no conflicts of interest among the individuals involved with this proposed Charter school. There is no family or financial relationship between any of the those listed. The bylaws of the non-profit ensure that there are no conflicts of interest.

Draft of Conflict of Interest Policy

The Board will utilize the ASBA model policy program and adopt a Conflict of Interest Policy that ensures that all actions are in the best interest of the school and the students at the school. A draft of a procedure:

Board members believe that school board membership is an act of public service and as such no monetary reward is expected by the individual members. Further, the Board strives to avoid any impropriety or appearance of impropriety in its use of school funds. In accordance with statute the Board will not purchase supplies, equipment or personal services from any member of the Board, or from a firm or corporation in which a Board member has a significant interest unless such purchases are made on the basis of open competition bids or quotations requested through public advertising.

OCBA, Inc also includes a Conflict of Interest statement in its bylaws.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Food service for all eligible students

The Charter School apply for the Federal Free- and Reduced-Priced breakfast, lunch programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value and reporting requirements.

It is the intention of the Charter School to bid out the food service, for the first year or two, to Food Service Management Companies. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. The Charter School Board will set all meal prices for both students and adults and will ensure those meal prices are also compliant with all state and federal regulations.

Food Service Management Plan

The school will develop a full Management Plan, pursuant to §§20-7-124, 20-7-135. The Plan includes the following components:

1. Program Management

   Child Nutrition program; The application process and deadlines

   Menu Planning Tool, Production Records, meals Per hour labor worksheet, on-site review, Self review form, Eligibility Master Roster, Direct Certification of Students, Certification of Disability for Special Dietary needs form, Time certification form, bid tabulation form
2. Reimbursement claim reimbursement, cash management worksheet, daily record form, edit check worksheet, safety net listing
3. Summer Meals Program - seamless summer schedule
4. Verification Reporting, forms and letters
5. Free and Reduced price meals, Eligibility guidelines and applications
6. After school snack
7. Healthy schools, Wellness Committee
8. Wellness Policy Checklist
9. Cycle 2 reporting and student report
10. Staff requirements

Child Nutrition Unit Requirements and Deadlines, Certification of Child Nutrition, (CN) Director, School Nutrition Association, (SNA), Duties of the CN Director, Non-profit food service account, Source of CN Director salary, Certification of Child Nutrition (CN) Manager, Child Nutrition (CN) Manager's Training, Training of Child Nutrition (CN) Workers

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parent Involvement in educational programs

Parent and community involvement is essential in establishing a strong foundation for a school. For the population of students who traditionally enroll in EdisonLearning's Magic Johnson Bridgescape Academies, the student's parent or guardian is not always the person supporting the student to achieve their academic and career goals. For that reason, teachers and staff of the Charter School will work with each student to identify the adults in their lives who positively influence the student's life and will support the student. The Charter School has a draft Parent Involvement Plan and will involve the parents and community in the development of the final Parent Involvement Plan by October 1st or the date determined by ADE. The Parent Involvement Plan will be posted on the school's website by October 21st or the date determined by ADE.

The Charter School will seek to involve parents/guardians and the community throughout the start up process. The Charter School will ask for parent/guardian and community volunteers to help with outreach, and other efforts such as student activities, field trips, and community partnerships that will enrich the experiences of the students. Parents/guardians, students, and community members will be encouraged to promote the school to their contacts, to refer friends, and to help the school establish mutually beneficial relationships and partnerships with community organizations and local businesses.

Continued involvement

The Charter School will seek to involve parents and the community throughout the development process. As the Charter School will bring together the community, including parents, business people, educators, and community leaders to serve on a Advisory Committee. This OCAB Board will encourage the Advisory Committee to provide feedback throughout the school year. As previously discussed, one of the Charter School's primary focuses will be to serve students who are at risk of or who have already dropped out of school and foster a conducive learning environment that will lead to the student graduating. It is imperative to have a whole-child approach to education and as a result parent and guardian involvement will be an integral component of the learning process. Parent and guardian satisfaction will be gauged by conducting twice-annual parent satisfaction surveys.

The OCBA and Magic Johnson Bridgescape staff will also identify and engage with community organizations that provide services and opportunities for at-risk youth. This outreach to local organizations will increase awareness in the community for the drop-out recovery and re-engagement services that the Magic Johnson Bridgescape program will provide. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from the Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. Magic Johnson Enterprises currently has a strong network of government and corporate relationships in 22 states and 98 cities. Further, the Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape program. To date, the Magic Johnson Foundation has awarded scholarships to 386 students with an 87% graduation rate. Currently, there are 137 scholarship recipients attending 96 colleges and universities.

Student Services Annual Report Survey The Charter School will also participate in the Student Services Annual Report Survey as required by ADE.

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

Applicant Response:

The Charter School respectfully requests waivers from the following provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School District in order to meet the goal of the Charter School and offer the Magic Johnson Bridgescape program.

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

§6-10-106 Uniform dates for beginning and end of school year. The school operated on an extended school year

§6-13-109 Licensure requirements for School Superintendents. The school will hire a Director that has been *interviewed and recommended by the Magic Johnson Bridgescape Academy partnership therefore the school* requests the waiver on superintendent's requirements.

§6-13-608 Length of Director's terms - The Board is elected pursuant to the nonprofit bylaws posted on the nonprofit's website, http://www.ocbainc.com

§6-13-611 Vacancies Generally - The Board is elected pursuant to the nonprofit bylaws

§6-13-616(a) Qualifications of Directors -Board is elected pursuant to the nonprofit bylaws. None of the Board members shall be eligible for employment in the charter school

§6-13-619 Meetings & Removing Directors- The Board will follow the nonprofit bylaws for removing and replacing Board members

§6-13-620 (i) Powers and duties - The school will not hire a Superintendent but will hire and will evaluate annually a Director of Achievement and a Program Director to share the duties identified as those of a Superintendent.

§6-13-630 Election by Zone and at Large - The Board is elected pursuant to the nonprofit bylaws

§6-13-633 Vacancy- The Board is elected pursuant to the nonprofit bylaws

§6-13-634 School District Board of Directors - The Board is elected pursuant to the nonprofit bylaws. Per these bylaws, the charter school will have (the odd number of) five members on its Board

§6-14-101 through 6-14-122 General Election Laws-School Boards - The Board is elected pursuant to the non-profit bylaws, http://www.ocbainc.com .

§6-15-213 38 units. The EdisonLearning curriculum does not have a Journalism course nor all of the arts courses therefore the school requests a waiver to teach 38 units

§6-15-902 (c)(3)(B) Weighted credit for concurrent credit - The School will award weighted credit for 2nd year (sophomore) level concurrent credit college courses that a student is using for a core course graduation requirement.

§6-15-1004 Qualified teachers in every public school classroom - The School will use highly qualified teachers

as determined by federal requirements.

§6-15-2302 (b) General Business Manager - The school will hire and train qualified staff through its partnership with Magic Johnson Bridgescape/EdisonLearning. The staff entering financial data into APSCN will be trained, probably at the local educational cooperative, Crowley's Ridge Coop.

§6-16-102 School Day - The School will hold classes during the day for more than six hours per day and will hold classes in the evening as the interest increases for night classes. Therefore the school will hold classes for more that six hours a day. But in the Magic Johnson Bridgescape Academy model, students are allowed to complete some of their coursework away from the campus, therefore the school requests a waiver on the school day.

§6-16-103 Course of Study - (c)(1) Mail the courses to be taught to every parent. The school will mail the letter to the students who are 18 years or older instead of their parents.

§6-16-124 Arkansas History-Required Social Studies course. The school will not require students missing this half credit up if they did not take the course in 7th or 8th grade.

§6-17-111 Duty-free lunch - The staff may be needed to eat with the students during lunch.

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

§6-17-203 and §6-17-205 Committee for each school district (Personnel Policy Committee) and Organization - The board will adopt personnel policies, using the ARSBA model policy, but school will not have a personnel policy committee

§6-17-204 (b)(2)(A) Incorporating into teachers' contract. Voting by personnel policy committee - The school will not have a personnel policy committee.

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

§6-17-309(a)(1) Certification - Teachers teaching out of area. The school is requests teacher certification waiver for classroom teachers and substitute teachers

§6-17-401 Teacher's license requirement - The teachers will teach multiple subjects. But the School will use only highly qualified teachers as determined by federal requirements.

§6-17-427 School superintendent monitoring. The school seeks the waiver on superintendent monitoring for its campus leader, the Program Director

§6-17-418 Teacher certification - Arkansas history - The School will use highly qualified teachers as determined by federal requirements.

§6-17-702 Arkansas History in-service Training - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/Edisonlearning

§6-17-704 thru §6-17-705 Professional Development Plan and credit - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/ Edisonlearning. A **copy of the Professional Plan in use at other sites in the U.S. is available to ADE**

§6-17-901 through 6-17-922 AR Teachers' Salary Law - The school requests waiver from the AR Teacher's Salary Law

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

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

§6-18-211(a) and (b)(1), Mandatory attendance. In the Bridgescape model, students are allowed to complete school work at home. The school requests the waiver requiring its students in grades 9-12 to attend a full day.

§6-18-223 Credit for college classes. School students can substitute college classes for additional high school requirements per the sample concurrent credit matrix that is available to ADE. The School will pay the students' college tuition, fees and books for the dual enrolled college courses.

§6-24-106 Administrators
The school directors will have at least a Bachelor's degree and a business background. Most of the administrator's responsibilities are listed in Section 12 of this application. The salary is commensurable with performance, years of experience and level of graduate college work

§6-47-406 (1), (2)(A), (f)(1) Virtual school. The school seeks waivers to offer distance learning to students outside of the district where the charter school is located, to allow student to take the distance learning course off-campus (except the state tests and assessments must be taken on site), to expand the potential students to *those who have dropped out of school or are at serious risk of leaving their high school.*

§6-48-101 through §6-48-104 Direct instruction is primary education component in ALE. Plus ALE participate in school wide activities. The school requests to be able to offer its EdisonLearning eCourses in the ALE setting.

Waivers from SBE Rules and Regulations

Business Manager Qualifications. The staff entering financial data into APSCN (FMS) will have training provided *by the local educational cooperative or similar provider.*

Concurrent Credit Classes. The school will pay for the concurrent credit classes

Distance Learning. The home schooled or private school students may enroll in the school distantly. The students would be required to come to the charter school only to take state test and assessments.

Gifted and Talented Program Approval Standards. The School will focus on basic academic, skills and workforce preparedness.

Mandatory Attendance in Grades 9 through 12. In the Magic Johnson Bridgescape Academy model, the students are allowed to complete some of their coursework away from the campus. The school seeks the waiver requiring 350 minutes of instruction per day

Personnel Policies and Salary Schedules, The school will award pay and pay increases based upon performance not years of service. The school will post the personnel policies and financial data on its website as required in Section 9

Professional Development The school will use the Magic Johnson Bridgescape Academies professional development plan. A copy of the Profession Development used at MJBA is available to ADE.

Waivers from Standards for Accreditation

In the rules concerning parents, the school requests that the students, 18 years and older, be able to act in the role of the parent, such as rule 9.03.1, 12.04 and other rules requiring a parent signature or approval.

Standard IV (CURRICULUM)

Rule 9.03.1.2 The school requests the waiver to teach the 38 units. The EdisonLearing curriculum does not include a Journalism course, some of arts courses.

Rule 9.03.04 38 units. The school requests waiver from teaching the 38 units, from requiring a minimum of laboratory experience of 20%, and from requiring 9 units of sequenced CTE courses in 3 occupational areas The School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught. **The EdisonLearing course catalog is available to ADE.**

Standard V (INSTRUCTION)
Rule 10.01.2 190 day contract for teachers. The School will use adjunct and part time teachers

Rule 10.01.3 Ten days of professional development. The Magic Johnson Bridgescape Academies have an established **professional development plan. It is available to ADE.**

Rules 10.02.5 Class Size and Teaching Load. With the Magic Johnson Bridgescape model a teacher may need to teach more students than this rule allows.

Standard IX (GRADUATION REQUIREMENTS)

Rule 14.03 Clock time. The school requests a waiver for the 120 clock hours for 1 unit and 60 clock hours for ½ unit. In the Magic Johnson Bridgescape Academy model the students are allowed to complete some of their coursework away from the campuus therefore this waiver is requested.

Standard X (PERSONNEL)

Rules 15.01 through 15.02 School District Superintendent and Principal. The school requests the Director of Achievement and the Program Director not be required to be licensed

Rule 15.03.1 to Rule 15.03.3 Licensure and Renewal. The school requests this waiver for all staff including substitute teachers. Teachers will meet highly qualified status as required by federal guidelines.

Rule 15.04 Professional Development and In-Service Training. The school is requesting a waiver form the professional development requirements. The School will use part time and adjunct faculty and the will be scheduled to teach at different and various school sessions during the year. The faculty will be trained in accordance with the existing Magic Johnson Bridgescape Academy professional development plan. Professional development records will be maintained by the school. The school has a **sample professional development plan used at other Magic Johnson Bridgescape locations available to ADE.**

Standard XI. (SUPORT SERVICES)

Rule 16.01.3 Guidance and Counseling. The School will use a qualified counselor to advise students and to provide counseling services

Rule 16.02 Media Services. The School will utilize local libraries, and the EdisonLearning eCourse program in place of an on-site library

Rule 16.03.1 and 16.03.2 Health. The School will use contracted services to provide the health program

Standard XIII (GIFTED AND TALENTED EDUCAITON) School students will focus upon the basic courses.

Standard XVI (AUXILIARY SERVICES) The school will not transport students.

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

Applicant Response:

The Charter School will not impact any court order or statutory obligations.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Sally Wilson, OCBA President and Founder

Wilson was a member of the Osceola School Board from 2002 through 2009, attended ARSBA training and received outstanding school board member recognition. Since 1999, Wilson has helped numerous groups write charter applications, some successful and some not. In 2007, she helped OCBA, Inc write the OCABS charter application that the State Board approved. Wilson worked as the OCABS School Director in its start up year and in its second year. In its start up year, OCABS received full accreditation from ADE, without any probationary items or any citations. In the second year, OCABS had an on-site review and was one of few schools in the area to receive full accreditation without any probationary items or citations. During the same two years, Wilson served on the Arkansas Public School Resource Committee. Wilson has been a presenter at the Charter School conference. Wilson has a bachelor's degree in Engineering and consults and teaches for area community colleges' technical programs. In 2006, Wilson was the lead instructor of the ADTEC team that created the Advanced Manufacturing course of study for Arkansas Career and Technical.

Michael Malone

Michael Malone is the Regional Vice President of Development for EdisonLearning. A former Assistant Superintendent, Michael has twenty-five years of executive experience in K-12 education spanning positions in large urban districts, a non-profit education reform partnership, and two for-profit educational management companies. In his current position, Michael works with school districts and charter school boards to implement high achieving and innovative school designs, such as Magic Johnson Bridgescape. For example, Michael worked in Cleveland, Columbus, and Cincinnati, Ohio, to develop and implement ten Magic Johnson Bridgescape Academy charter schools.

The Magic Johnson Bridgescape Academy Management Team

Jodie Beckley

Jodie Beckley is the Senior Vice President of Alternative and School Improvement Solutions. A life-long educator, Jodie taught Spanish for 10 years at the elementary, middle, and high school levels in Wichita, Kansas before she joined EdisonLearning in 1996 to start up one of the first Junior Academies in our system. She then became a principal and moved to Michigan to open Edison-Oakland Public School Academy, which served 840 Detroit students in grades K-8 and her school earned a "Golden Apple Award" – Michigan's highest recognition for outstanding achievement gains on the state's high-stakes test at that time. Since 2002, Jodie has held a number of positions, including Vice President of Education Services and Regional General Manager.

Chris Wilberding

Chris Wilberding is the Vice President of Operations for Alternative Education Solutions and has extensive experience in management of operations. Mr. Wilberding began his career as a social studies teacher and coach prior to operating alternative schools and programs for students at risk of dropping out of school.

Jennifer Parker

Jennifer Parker is the Executive Director and Education Service Lead for Alternative Education Solutions and as such is responsible for developing the educational models and designing the implementation model for the Magic Johnson Bridgescape Academies. A former middle and high school English teacher, Ms. Parker transitioned to administration and has served as Program Director for schools serving at-risk, and

behaviorally and learning-challenged students at the elementary, middle and high school levels. Additionally, Ms. Parker has supervised schools regionally, serving as an Executive Director for multiple school programs in the state of Florida. In these roles she has gained a wide range of experience in curriculum development, school management, training and professional development. Ms. Parker's background in curriculum, instruction, and training is key to Magic Johnson Bridgescape's success.

Natalie Williams

Natalie Williams is the Vice President, Strategic Alliances and Operational Excellence. Ms. Williams is responsible for managing strategic alliances to ensure they deliver value to both partners and achieve stated goals. As the primary liaison with Magic Johnson Enterprises, Ms. Williams' work with "Friends of Magic" and community partners is critical to the success of Magic Johnson Bridgescape. Ms. Williams also supports operational excellence through the management of regional staff training and the evaluation of client relationships.

Sponsoring Entity, OCBA, Inc

OCBA, Inc is the sponsoring entity of this charter school application. OCBA members have experience with successfully governing a charter school in 2008, 2009 and 2010. During this time the school won accolades for careful compliance to its charter and state requirements. Per the OCABS charter, OCBA delegated governance of the school to newly formed group, called the OCABS Board that was designed to be elected from the school's families. Unfortunately the new group hired administrators that did not comply with the intent of the charter and ultimately the school was closed.

In this charter application, the governance of the school will remain with OCBA, Inc. And to help ensure the long-term success of the school, OCBA will enter into contract with Magic Johnson Bridgescape EdisionLearning to manage the school.

America's Promise Alliance and GradNation

All of the organizations are involved with America's Promise Alliance and the GradNation initiative. Magic Johnson Bridgescape has 17 academies in five states. EdisonLearning works with about half a million students across the globe.

OCBA, Inc.'s Determination Letter

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

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

DEPARTMENT OF THE TREASURY

Date: MAY 0 5 2008

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

Employer Identification Number:
26-1309516
DLN:
17053008315008
Contact Person:
JOYCE DARRY ID# 95011
Contact Telephone Number:
(877) 829-5500

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

Dear Applicant:

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

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

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

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Bad Boy Mowers will add 200 jobs

Arkansas News Bureau

LITTLE ROCK — A Batesville company that manufactures riding lawn mowers and utility vehicles said Wednesday it will add more than 200 jobs over the next three to five years.

Bad Boy Mowers said it has completed a 57.5 million expansion of its 650,000 square-foot plant in Batesville that will allow it to

Intimidator multi-terrain vehicle to Arkansas State University Chancellor Tim Hudson on Wednesday.

The company said it is adding 10 new models of multi-terrain and utility terrain vehicles, bringing the total number it produces to 16.

The company said the expansion will bring its total employment in Arkansas to 550.

Bad Boy Mowers began operating in Diaz in 1998 and opened its Batesville location

ass and the weeds are so
l, it's hard to see the stop

bad parts around the city, but I had no idea how bad it was

we can't get some of that taken care of now."

MSCC

ntinued from Page 1

ur-year institutions provide. A recipients can use those urses to enroll in a four-year ogram through the College's iversity Center, or they can ansfer them to another locaon where they can work toard a bachelor's degree.

Mid-South also offers an Asciate of Arts in Teaching dee that is designed to give idents the foundation for a reer in a middle level or P-4 assroom. Students interested a career in the classroom n even finish their teaching gree on the MSCC campus rough a cooperative agreeent with Arkansas State Unirsity.

addition, the College ofs degrees and certificates signed to prepare graduates enter the work force, and the college provides training designed to lead to professional licensures and/or certifications as well.

The cost of attending college does not have to break the bank. MSCC's tuition for Crittenden County residents is only $90 a credit hour, one of the lowest rates in the tri-state area. The out-of-county cost is just $110 per hour and applies to all other Arkansas counties as well as DeSoto County, Miss.; Fayette County, Tenn.; Marshall County, Miss.; Shelby County, Tenn.; Tate County, Miss.; Tipton County, Tenn., and Tunica County, Miss.

MSCC offers financial assistance and scholarships to qualified students, and it's not too late to apply. All transfer students planning to seek financial aid must submit an official transcript from ALL previous colleges attended before receiving monetary assistance.

For more information about opportunities at Mid-South Community College, visit the campus at 2000 West Broadway in West Memphis, call the Admissions Office at (870) 733-6728, email admissions@midsouthcc.edu, or see the college's website at www.midsouthcc.edu.

WEATHER

West Memphis Readings

at 7 a.m.

Temperature	77 F
Barometric Pressure	29.87
Winds	S at 5-10 mph
Humidity	96%
Sunset Today	8:04 p.m.
Sunrise	5:24 a.m.

Local Weather

Fri 8/9 93/76

Variable clouds with thunderstorms, especially in the morning. Humid.

Arkansas Scholarship Lottery

ARKANSAS POWERBALL 08/07/2013

CHARTER SCHOOL

Continued from Page 1

The schools would offer "overage" students a year-round, day- and evening-education program. Students could enroll full- or part-time in a blend of classroom work and online study. Students could enroll in classes offering college credit and gain jobs training while working toward

the tree year after of year."

At the July 19 A & P meeting, Office of Economic Development Project Manager Krystle Sheals, who has largely taken up the reins of spearheading the city's Christmas plans, said that last year's budget, while much lower than Christmas 2011, still allowed for an adequately festive display.

"I think it went pretty well," said Sheals. "Was it quite as much in the neighborhood when the city was funding a lot of the decorations? No, but the residents put up very nice displays on their own."

In the past, the city had partially funded decorating the homes surrounding Worthington Park as part of creating a holiday-themed route for those partaking in the horse-drawn carriage rides offered at Christmas time. The carriage rides were originally planned for part of last year's cutbacks, but instead Sheals negotiated to have the company that furnishes the rides to take

third time, with state funding scaled accordingly.

Classes generally would be in the evenings. Students fill out their own paperwork and are otherwise considered as adults.

A cap of 250 students is planned, with budgets in place for about 120 students. The Sunset school was closed a

operate the schools.

If all planners follow through with the applications and are approved by the Department of Education's Charter School Counsel, the state could have as many as 28 open-enrollment charter schools and charter school systems in 2014-15. There will be 17 open-enroll-

Shaun Hair
Attorney - at - Law
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YOU ARE INVITED
to a meeting to hear about a proposed charter school,
Young Adult Magic Johnson Bridgescape Academy
Monday, August 26, 6:00pm
Marion City Hall
For more details e-mail:
OCBAINC@YAHOO.COM

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does not allow recognition of civil unions or other relationships substantially similar to marriage from other states.

The proposal would neither legalize same-sex marriage in Arkansas nor force religious institutions to acknowledge or perform such marriages, but would allow the state to recognize any relationships that do not violate Arkansas laws or statutes.

Arkansans for Equality submitted its proposal a day after the U.S. Supreme Court struck down the Clinton-era Defense of Marriage Act, which defined marriage as a union between one man and one woman. The ruling makes same-sex married couples eligible for federal benefits, but the nation's highest court left it to individual states to decide who can marry.

The justices, in a separate but related case, cleared the way for same-sex marriage in California without establishing a constitutional right for gays to marry in all states.

Last month, Arkansas Initiative for Marriage Equality submitted wording to McDaniel's office for a proposed ballot measure that would repeal Amendment 83 and legalize same-sex marriage in the state.

Also, a same-sex Arkansas couple married in Idaho filed a lawsuit in Pulaski County Circuit and three same-sex couples filed suit in federal court lawsuit, all claiming the state's gay marriage ban violates their constitutional rights.

Beebe criticizes Martin's hiring of outside counsel

Arkansas News Bureau

LITTLE ROCK — Gov. Mike Beebe on Tuesday said the flap over Secretary of State Mark Martin's hiring of outside counsel without prior approval has made all of the state's constitutional officers look bad and compared it to former state Treasurer Martha Shoffner's legal troubles.

Martin called Beebe's comments "slanderous rhetoric."

"It's like the Shoffner thing," Beebe told reporters. "Any time you've got a statewide constitutional officer that does something like this, it really causes all of us to look like we've got problems."

A Pulaski County circuit judge ruled Monday that Martin had outside counsel can be punished with a fine of $200 to $2,000 and removal from office upon conviction.

Shoffner is scheduled to stand trial in federal court on March 3 on six counts of extortion, one count of attempted extortion and seven counts of accepting a bribe as an agent of state government. She is accused of accepting $36,000 in bribes to steer most of the state's bond business to one broker.

Beebe said Tuesday, "The trust of the people in their elected officials is something that you have to constantly try to promote. And you know, sometimes it doesn't work. Sometimes you see things like what happened to our treasurer

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"Did you really offer to do what this guy said?"

"No."

"So you are saying a guy would lie about this?"

"I didn't talk to the guy."

"You had two cents in your pocket when you were picked up. The police said you propositioned this guy. When did you go to jail?"

"Day before yesterday. I was just trying to get home. I live in Bay."

"Let her out at 8 a.m. in the morning."

A phone went off in the courtroom.

"Give your phone to the bailiff. Turn it off and sit it here

"You don't know who a man was that was in your house with your kids? I don't believe you. That could be a case for abuse if there is someone in your house when you aren't there and your kids are. Are you out of the house?"

"I left July 16."

"Did you return the key?"

"No. I left it at home."

"You left the keys at home" when you knew you could be put in jail over this? $50 plus costs. Now you have time to go home and get the key and come back up here. I will issue a warrant if you don't come back."

YOU ARE INVITED

to a meeting to hear about a proposed charter school,

Young Adult Magic Johnson Bridgescape Academy

Monday, August 26, 6:00pm
Marion City Hall

For more details e-mail:
OCBAINC@YAHOO.COM

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The Arkansas Health Insurance Marketplace Legislation Oversight Committee, created by Act 1500 this year, includes two Republicans serving as chairmen, Sen. David Sanders of Little Rock and Jonesboro and Linda Chesterfield of Little Rock and Republicans Ronald Caldwell of Wynne, Jonathan Dismang of Beebe and Jason Rapert of Conway. The other House

NOTICE

Crittenden County Equalization Board Will Be Taking Appointments Until

s Briefs

ng Times prints events for organi-ools and govern-cies. News briefs d at the Times x at 735-1020 or ews@theevening-

Deliverance Ministries, 303 Menasha Rd., Gilmore.

• **Riverwest Dental Assisting Institute, LLC** – Dental Assisting School Opening in West Memphis. First class session: Tuesday, Aug. 27 (ending on Thursday, Nov. 21). Class times Tuesdays and

Ascent Children's Health Services, 413 Tyler Cove, West Memphis. Hosted by Ascent and the Boys & Girls Club of Crittenden County. Contact Sarah Peoples at 733-1200 or sarah.peoples@ascentchs.com

School 20th Class Reunion – Friday, Aug. 30, 7-10 p.m. Meet & Greet at Eagle Lane Bowling Alley. Saturday, Aug. 31 Banquet/Party at No. 2 Vance, Memphis, 6-until. Sunday, Sept. 1 information provided at the meet and greet. $75 per person, $125 per couple. For more information conatct Thirkield Pamplin at 901-330-6146, Timmy Perry at 870-815-1670 or Stacey Masner at 870-514-9779.

• **West Memphis Class of 1973 Reunion** – Aug. 31-Sept. 1 (Labor Day weekend). Contact Ardrenell Anthony at 870-735-8680 or Carolyn Lytle-Clay at 901-413-9754.

• **West Memphis First Impressions Workshop** – Monday, Sept. 9, and Tuesday, Saturday, Oct. 5. Contact Louise Percer at 735-2457 or Jerry Blansett at 732-3731.

• **Hometown Crawfordsville Harvest Festival** – Saturday, Oct. 12, from 9 a.m. to 4:30 p.m. For 5K information, call Alex Alpe at 870-823-5946; for vendor information, call Corine Miller at 870-823-5854, Jo Zachary at 735-8222 or after 5 p.m. 870-514-6143; for children's parade and bake off information, call Karen Williams at 901-301-7943; for other information, call Susan Marotti at 870-636-5822 or Joe Marotti at 870-514-04136.

• **Kittens Needing Homes** – The West Memphis Animal Shelter has dozens of kittens ready for adoption. Adoption fee is $40 per cat/kitten.

Ministries – To contribute, contact Kate Hinton at 870-702-1744. Hope Inheritance Ministries, 604 Park St., Earle.

• **Tutoring** – Kingdom Deliverance Ministries, Gilmore, offering free tutoring. Monday and Tuesday 5:30-6:30 p.m. 901-679-1801.

• **Free After School Care** – Straightway Preschool Academy, 404 N. 14th St., West Memphis, care from 3:30 to 5:30 p.m. Free, ages 5-18. 735-3769.

• **West Memphis Animal Shelter micro chipping** – For $25, your pet will be registered through FoundAnimals.org. Bring proof of ownership and proof of current rabies vaccination.

Missouri, West Memphis. Lisa Skillman Lovely, instructor.

• **Community Development Institute Head Start Program** – Applications taken for Head Start. 870-931-1172. To apply, call 870-400-0300, 870-400-4067, 870-792-8137 or 870-931-1172 or go by the Head Start Center at 111 Jackson or 204 Graham in West Memphis or 1124 Throgmartin in Earle.

Emily Sandusky's first child, Nathan Thomas , weighed in at 8 pounds 9 ounces when he Saturday, Aug. 10, at 6:45 p.m. in Memphis. Sandusky is pastor of Earle Baptist Church.

YOU ARE INVITED

to a meeting to hear about a proposed charter school,

Young Adult Magic Johnson Bridgescape Academy

Monday, August 26, 6:00pm
Marion City Hall

For more details e-mail:
OCBAINC@YAHOO.COM

MYSA
FOOTBALL AND CHEERLEADER SIGN-UPS

at Matt Sample Youth Building at the Marion Methodist Church on Old Military Rd and Hwy 77

TUES.	AUGUST 20TH	6 PM - 8 PM	CHEER & FOOTBALL
THURS.	AUGUST 22ND	6 PM - 8 PM	CHEER & FOOTBALL
SAT.	AUGUST 24TH	10 AM - 2 PM	CHEER & FOOTBALL

ALL KIDS ARE REQUIRED TO BE PRESENT FOR THE FOOTBALL TRYOUTS ON AUGUST 26TH AT K&R PARK IN MARION

THE AGES ARE 5YR OLDS THRU 12 YR OLDS. WE HAVE A 5-6 FLAG LEAGUE, A 7-8, 9-10 AND 11-12 TACKLE LEAGUES.

FOR MORE INFORMATION GO TO: WWW.MARIONYOUTHSPORTS.COM

ONLINE REGISTRATION IS OPEN NOW THROUGH THE 24TH

From: Sally Wilson <ocbainc@yahoo.com>
To: Sally Wilson <ocbainc@yahoo.com>; SUPERINTENDENtMarion MrDOnJOHNSTON <djohnston@msd3.org>; "mpierce@mail.epc.k12.ar.us" <mpierce@mail.epc.k12.ar.us>; "thompsona@mtree.crsc.k12.ar.us" <thompsona@mtree.crsc.k12.ar.us>; "gary.masters@smc.k12.ar.us" <gary.masters@smc.k12.ar.us>; "gary.masters@smccolts.com" <gary.masters@smccolts.com>; INTERImSUPtEarle MrRICKEyNICKS <rnicks7@hotmail.com>; "jcollins@wmsd.net" <jcollins@wmsd.net>; "jwilkins@hsd4.org" <jwilkins@hsd4.org>; SUPERINTENDENtWestMemphis MrBIllKESSINGER <bkess@wmsd.net>
Cc: "arkansas.promise@yahoo.com" <arkansas.promise@yahoo.com>; "Michael.Malone@edisonlearning.com" <Michael.Malone@edisonlearning.com>; "mary.perry@arkansas.gov" <mary.perry@arkansas.gov>; "keisha.mattox@arkansas.gov" <keisha.mattox@arkansas.gov>; Sally Wilson <sallylongowilson@yahoo.com>
Sent: Tuesday, August 13, 2013 12:06 PM
Subject: Young Adult MJ Bridgescape Academy: Please attend public meeting on Aug 26 for this Open-enrollment Public Charter School application

Dear Superintendents,
Please attend our Public meeting!
Monday, August 26, 2013, 6:00 pm
Marion City Hall
14 Military Road
Marion, AR

The purpose of this meeting is to present information about
a proposed new charter school,
Young Adult Magic Johnson Bridgescape Academy
of Crittenden County.
For more details, e-mail ocbainc@yahoo.com or call me,
Sally Wilson 870-822-0574

Petition to Start a Charter School

Crittenden County Residents Only!!!

Petition summary and background	The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.
Action petitioned is for	We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

Printed Name	Signature	Address	Comment	Date
Sherlene Lankford	Sherlene Lankford	803 Rue Chateau Dupree Dr Marion, AR		8-13-13
Naomi Frazier	Naomi Frazier			8-13-13
~~Lar~~ Tim Lankford	Tim Lankford	803 Rue Chateau Dupree Dr Marion, AR		
Ethel Burton	Ethel Burton	2206 - Autumn W. Mphs Ar		8-14-13
Tonya L. Wallace	Tonya L. Wallace	513 Cornell Ave N.	Marion	8-14-13
Sonye Dent	Sonye Dent	210 W. Jackson #A-6	W. Mphs	8-14-13
Antoinette Smith	Antoinette Smith	507 Edgewood Dr		8-14-13
Chances Warren	Chances Warren	411 Westgate Cove		8-14-13
Gwendolyn LaBatte	Gwendolyn LaBatte	403 Birdie Dr #2	Marion	8-14-13
Kenny Smith	Kenny Smith	507 Edgewood dr Marion	Marion	8-14-13
Rosemary Johnson	Rosemary Johnson	880 Van Buren W. Memphis AR		8/15/13
Anita Adams	431 Birdie #12	Marion AR 72364		8/15/13

C. 3.1

Petition to Start a Charter School

Crittenden County Residents Only!!!

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Action petitioned is for	We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

Printed Name	Signature	Address	Comment	Date
Re Man Lee	Re Man Lee	543 Par Drive #5	Marion	8/15/2013
Phil Mason	Phil C. M	257 Whispering Wind CIR	Marion	8/18/2013
Natasha Phillips	Natasha Phillips	522 South 14th Street	W. Mphs	8/18/2013
Tammy Russell	Tammy Russell	989 Lackey	Marion	8/18/13
Sherlena Lankford	Sherlena Lankford	803 Rue Chateau Dupre DR	Marion	8/18/13
Tim Lankford	Tim Lankford	" " " " "	Marion	8/18/13
Carolyn Granger	Carolyn Granger	3976 E. Service Rd #98	W. Mphs	8/18/13
Alberta Billingsley	Alberta Billingsley	3982 E. Service Rd #126	W. Mphs	8/18/13
Sebree Isabell	Sebree Isabell	" " "	W. Memphis	8/18/13
Betty Isabell	Betty Isabell	2400 Gathings Dr.		8/18/13
Rochelle Robinson	Rochelle Robinson	14 South Dunhill	Marion	8/20/13
Derrick Robinson	Derrick Robinson		Marion	8/20/13

C: 3.2

Petition to Start a Charter School

Petition summary and background	The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.
Action petitioned is for	We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

Printed Name	Signature	Address	Comment	Date
Lentisha Brown	Lentisha Brown	433 Birdie Dr. #7 Marion, AR 72364		8/24/13
Jerica Johnson	J. Johnson	437 Birdie Dr. #8 Marion, AR 72364		8/24/13
Andrea Brown	Andrea Brown	215 Hunter's Ln. Marion, AR, 72364		8/24/13
Sandra Barnes	Sandra Barnes	406 East Brinkley Loop #6 P.O Box 374 Marion AR 72364		
Sheila Annes	Sheila Annes	83 Harvard Rd Marion ark		8/24/13
Canisha Coleman	Canisha Coleman	551 Par Dr Apt 5 Marion AR		8/24/13
Bernice Coleman	Bernice Coleman	46 S. Dunhill Rd Marion	Marion	8/24/13
JANET BRINKLEY	Janet Brinkley	1002 Maple Dr West Memphis AR		8-24-13
Jeanette Brant	Jeanette Brant	35 Harvard Rd Marion Ark.	Marion	8-24-13
Rhonda Burnett	Rhonda Burnett	1002 Maple Dr. West Memphis AR		8/24/13
Kim Callicutt	Kim Callicutt	349 Casa View Marion AR 72364		8/24/13
Tiffany Miller	Tiffany Miller	427 Birdie Dr #6 Marion, AR 72364		8.24.13

C: 3.3

Petition to Start a Charter School

Petition summary and background	The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.
Action petitioned is for	We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

Printed Name	Signature	Address	Comment	Date
Candice Huff	Candice Huff	2204 E Monroe	W. Mphs	8/16 13
Mary Bali	[illegible]	3101 Beatty	W. Mphs	8/16/13
O.L. Bates	O.L. Bates	1908 E. Madison	W. Mphs	8/16/13
Sherry Pond	[illegible]	214 N Center Dr	W. Mphs	8/16/13
Sylvia McDowell	Sylvia McDowell	2204 Monroe	We need this	8/16 13
Faye Burns	Mrs Faye Burns	816 So 18 St W.M.	We need this Bad	8-16-13
Freddie Stokes	Freddie Stokes	1602 Ashwood Cir	" "	8-17-13
Ellie McDowell	Ellie McDowell	2204 Monroe	This is a Good	8/24/13
Wendy McDowell	Wendy McDowell	411 S 17th W Mphs AR	WST Memphis	8/2013
Jarred McClelland	Jarred McClelland	2204 E. Monroe	W. Mphs	8/24/13
Louise Bennett	Louise Bennett	303 N. Rhodes St #37 W Memphis AR. 72301		8-24-13
Linda M. Wilson	Linda M. Wilson	310 Geelan DR. MARION, AR 72364		8/24/13

C: 3.4

Petition to Start a Charter School

Petition summary and background	The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.
Action petitioned is for	We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

Printed Name	Signature	Address	Comment	Date
Raquel Pointer	Raquel Pointer	11 Windsor Rd	Marion	8/17/13
Elizabeth Atkins	Elizabeth Atkins	1102 East Service Rd	W. Memphis	8-17-13
Nickie Thomas	Nickie Thomas	1502 Estates Drive	Marion	8-22-13
Bridgett Brown	Bridgett Brown	906 Ballewin Rd	W. Memphis	8-23-13
Tashley Gaines	Tash Gain	1202 N. Colonial Dr	Westmemphis	8-23-13
Cambra Stevenson	Cambra Stevenson	311 south 8th	West Memphis	8-23-13
Pamy williams	Pamy williams	311 south 8th	West Memphis	8-23-13
Antonio Bender	Antonio Bender	310 South 8TH	Westmemphis	8-23-13
Andre Sanders	Andre Sanders	304 South 8th		8-23-13
Robert Gray	Robert Gray	315 S 8th	Westmemphis	8-23-13
Charlie Gray	Charlie Gray	315 S 8th	W. Memphis	8-23-13
Valerie Gray	Valerie Gray	600 South 11th St	Westmemphis	8-23-13

C: 3.5

Dear ADE, We have at least another six pages of this petition, all signed and available on request. [illegible] 8-29-13

SAMPLE Young Adult MJBAcademy 2014/2015 Calender

July						
S	M	T	W	T	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						
S	M	T	W	T	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						
S	M	T	W	T	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

February						
S	M	T	W	T	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

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

March						
S	M	T	W	T	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				

October						
S	M	T	W	T	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						
S	M	T	W	T	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	28	30		

November						
S	M	T	W	T	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

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

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

June						
S	M	T	W	T	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					

Staff report
Students report

Staff/Student Break
Professional Development - AM Session only
Professional Development - PM Session only
Prof. Dev, No School; No Students
Parent Teacher conference

July 31 Staff Report
August 6 Student Report
August 22 Professional Development Day, No School
September 1 - Labor Day Holiday
October 8 End of 1st Quarter (44 days)
October 13 - Columbus Day holiday
October 27 - November 7 - OGT
November 26 - 29 Thanksgiving Holiday
December 19 End of 2nd Quarter
December 22 - January 2 - Christmas Break
January 19 - MLK Jr. Holiday
Feb 16 Professional Development Day, No School
March 2-13 OGT
March 11 End of 3rd Quarter (44 days)
March 22-28 Spring Break (38th week of the year)
April 3 - Professional Development Day, No School
April 6- Easter Holiday
May 22 End of 4th Quarter (45 days)
May 26-June 6 Summer break
June 9 - 27 Summer OGT
June 27 End of Summer term (15 days)

Month	Days
July	0
August	18
Septem	20
October	21
Nov	15
Dec	15
Jan	17
Feb	19
March	17
April	20
May	16
June	15
	193 total number of student days

Session 1: 7:30am-12:00pm
Session 2: 11:00am-3:30pm
Staff Report: 7:00am-4:00pm

Make up days for inclement weather:
May 26, 27, 28, 29, june 2

MAGIC JOHNSON Bridgescape
Connect. Graduate. Build your future.

MJBA Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:45	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content
8:45 – 9:15	Achieve3000	Achieve3000	Achieve3000	Achieve3000	Achieve3000
9:15 – 10:00	eCourses: Core Content	Life Skills / Study Skills / Service Project/Fin Lit	Core Values	Life Skills / Study Skills / Service Project/Fin Lit	eCourses: Core Content
10:00- 11:30	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content
12:00 – 1:15	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content
1:15 – 1:45	Achieve3000	Achieve3000	Achieve3000	Achieve3000	Achieve3000
1:45 – 2:30	eCourses: Core Content	Life Skills / Study Skills / Service Project/Fin Lit	Core Values	Life Skills / Study Skills / Service Project/Fin Lit	eCourses: Core Content
2:30 – 4:00	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content	eCourses: Core Content

Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions: List Positions	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
1	Program Director	1	$70,000.00	1	$71,400.00
2	Enrollment Coordinator	1	$45,000.00	1	$45,900.00
3	Regional Support (Director of Achievement)	0.125	$100,000.00	0.125	$100,000.00
4	Regional Support (School Operations Mgr)	0.1	$70,000.00	0.1	$70,000.00
5					
6					
7	**Subtotal:**		$134,500.00		$136,800.00
8	Fringe Benefits (rate used 25%)		$33,625.00		$34,200.00
9	**Total Administration:**		$168,125.00		$171,000.00

	Regular Classroom Instruction:	2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	4	$45,000.00	4	$45,900.00
11	Aides	2	$30,000.00	2	$30,600.00
12	**Subtotal:**		$240,000.00		$244,800.00
13	Teacher Fringe Benefits (rate used 25%)		$45,000.00		$45,900.00
14	Aide Fringe Benefits (rate used 25%)		$15,000.00		$15,300.00
15	**Total Regular Classroom Instruction:**		$300,000.00		$306,000.00

	Special Education:	2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	1	$55,000.00	1	$56,100.00
17	Aides				
18	**Subtotal:**		$55,000.00		$56,100.00
19	Teacher Fringe Benefits (rate used 25%)		$13,750.00		$14,025.00
20	Aide Fringe Benefits (rate used _____)				
21	**Total Special Education:**		$68,750.00		$70,125.00

	Gifted and Talented Program:	2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers waiver				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28	Teachers	0.5	$45,000.00	0.5	$45,900.00
29	Aides				
30	**Subtotal:**		$22,500.00		$22,950.00
31	Teacher Fringe Benefits (rate used 25%)		$5,625.00		$5,737.50
32	Aide Fringe Benefits (rate used _____)				
33	**Total Alternative Education Program/ Alternative Learning Environments:**		$28,125.00		$28,687.50

English Language Learner Program:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
34	Teacher	0.25	$45,000.00	0.25	$45,900.00
35					
36					
37					
38					
39	**Subtotal:**		$11,250.00		$11,475.00
40	Fringe Benefits (rate used 25%)		$2,812.50		$2,868.75
41	**Total English Language Learner Program:**		$14,062.50		$14,343.75

Guidance Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
42	Guidance Counselor	1	$45,000.00	1	$45,900.00
43					
44					
45					
46					
47	**Subtotal:**		$45,000.00		$45,900.00
48	Fringe Benefits (rate used 30%)		$13,500.00		$13,770.00
49	**Total Guidance Services:**		$58,500.00		$59,670.00

Health Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
50	Contracted services, waiver				
51					
52					
53					
54					
55	**Subtotal:**				
56	Fringe Benefits (rate used _____)				
57	**Total Health Services:**				

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Contracted assistance, waiver				
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	contracted auditor				
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	Office Manager	1	$35,000.00	1	$35,700.00
75					
76					
77					
78					
79	**Subtotal:**		$35,000.00		$35,700.00
80	Fringe Benefits (rate used 30%)		$10,500.00		$10,710.00
81	**Total Maintenance and Operation:**		$45,500.00		$46,410.00

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	waiver				
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

Food Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
90	contracted services				
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

Data Processing:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
98	n/a				
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

Substitute Personnel:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of Certified Substitutes 1	0.25	$45,000.00	0.25	$45,900.00
107	Number of Classified Substitutes _____				
108	**Subtotal:**		$11,250.00		$11,475.00
109	Certified Fringe Benefits (rate used 25%)		$2,812.50		$2,868.75
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**		$14,062.50		$14,343.75

112	**TOTAL EXPENDITURES FOR SALARIES:**	$697,125.00	$710,580.00

Public Charter School Application
Estimated Budget Template

REVENUES

Line#		2014-2015 Amount:	2015-2016 Amount:
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students 200 x $6,521.00 State Foundation Funding	$1,304,200.00	
2	No. of Students 200 x $44.00 Professional Development	$8,800.00	
3	No. of Students 200 x $1,549.00 eligible rate* NSL Funding	$309,800.00	
4	No. of Students ___ x ___ Other: *Explain Below*		
5			
	2015-2016		
6	No. of Students 200 x $6,521.00 State Foundation Funding		$1,304,200.00
7	No. of Students 200 x $44.00 Professional Development		$8,800.00
8	No. of Students 200 x $1,549.00 eligible rate* NSL Funding		$309,800.00
9	No. of Students 10 x $4,200.00 Other: *Explain Below*		$42,000.00
10	ALE reimbursement		
11	**Total State Charter School Aid:**	$1,622,800.00	$1,664,800.00
	Other Sources of Revenues: *(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)*		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15	Estimated Title I and IDEA Funding	$50,000.00	$50,000.00
16	**Total Other Sources of Revenues:**	$50,000.00	$50,000.00
17	**TOTAL REVENUES:**	$1,672,800.00	$1,714,800.00

EXPENDITURES

		2014-2015 Amount:	2015-2016 Amount:
	Administration:		
18	Salaries and Benefits	$168,125.00	$171,000.00
	Purchased Services - List Vendors Below		
19	V - AD 1 Student Outreach, Recruitment & Retention	$15,000.00	$15,300.00
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	**Total Administration:**	$183,125.00	$186,300.00

	Regular Classroom Instruction:	2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	$300,000.00	$306,000.00
	Purchased Services - List Vendors Below		
33	V - CI 1		
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials	$20,000.00	$20,400.00
39	Equipment		
	Other (List Below)		
40	Curriculum & Instruciton Support	$342,215.00	$360,619.00
41	Training and travel	$5,000.00	$5,100.00
42			
43			
44			
45	**Total Regular Classroom Instruction:**	$667,215.00	$692,119.00

	Special Education:		
46	Salaries and Benefits	$68,750.00	$70,125.00
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials	$2,000.00	$2,000.00
53	Equipment	$5,000.00	$5,000.00
	Other (List Below)		
54			
55			
56			
57			
58			
59	**Total Special Education:**	$75,750.00	$77,125.00

	Gifted and Talented Program:		
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	waiver		
69			
70			
71			
72			
73	**Total Gifted and Talented Program:**		

	Alternative Education Program/ Alternative Learning Environments:	2014-2015 Amount:	2015-2016 Amount:
74	Salaries and Benefits	$28,125.00	$28,687.50
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87	**Total Alternative Education Program/ Alternative Learning Environments:**	$28,125.00	$28,687.50
	English Language Learner Program:		
88	Salaries and Benefits	$14,062.50	$14,343.75
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials	$2,000.00	$2,000.00
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	**Total English Language Learner Program:**	$16,062.50	$16,343.75
	Guidance Services:		
102	Salaries and Benefits	$58,500.00	$59,670.00
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	**Total Guidance Services:**	$58,500.00	$59,670.00

	Health Services:		2014-2015 Amount:	2015-2016 Amount:
116		Salaries and Benefits		
		Purchased Services - List Vendors Below		
117	V - HS1			
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials		
123		Equipment	$5,000.00	
		Other (List Below)		
124		Contracted services	$5,000.00	$5,000.00
125				
126				
127				
128				
129		**Total Health Services:**	$10,000.00	$5,000.00

	Media Services:			
130		Salaries and Benefits		
		Purchased Services - List Vendors Below		
131	V - MS1			
132	V - MS2			
133	V - MS3			
134	V - MS4			
135	V - MS5			
136		Supplies and Materials		
137		Equipment		
		Other (List Below)		
138		Technology and Service Desk Support	$13,542.00	$13,848.00
139				
140				
141				
142				
143		**Total Media Services:**	$13,542.00	$13,848.00

	Fiscal Services:			
144		Salaries and Benefits		
		Purchased Services - List Vendors Below		
145	V - FS1	Audit, Hudson, Cisne $ Co, LLP, Little Rock		$10,000.00
146	V - FS2			
147	V - FS3			
148	V - FS4			
149	V - FS5			
150		Supplies and Materials		
151		Equipment		
		Other (List Below)		
152				
153				
154				
155				
156				
157		**Total Fiscal Services:**		$10,000.00

		Maintenance and Operation:	2014-2015 Amount:	2015-2016 Amount:
158		Salaries and Benefits	$45,500.00	$46,410.00
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Custodial	$24,000.00	$24,480.00
160	V - MO2	Utilities (water/sewer, gas/electric)	$12,000.00	$12,240.00
161	V - MO3	Phone/Internet	$24,000.00	$24,480.00
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment		
		Other (List Below)		
166				
167				
168				
169				
170				
171		**Total Maintenance and Operation:**	$105,500.00	$107,610.00
		Pupil Transportation:		
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180				
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
		Food Services:		
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		Food Services	$168,000.00	$171,360.00
195				
196				
197				
198				
199		**Total Food Services:**	$168,000.00	$171,360.00

	Data Processing:	2014-2015 Amount:	2015-2016 Amount:
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	**Total Data Processing:**		

	Substitute Personnel:		
214	Salaries and Benefits	$14,062.50	$14,343.75
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	**Total Substitute Personnel:**	$14,062.50	$14,343.75

	Facilities:		
221	Lease/Purchase Contract for One Full Year	$30,000.00	$30,000.00
	Facility Upgrades - List Upgrades Below		
222	Facility Branding	$1,500.00	$1,530.00
223	Facility Maintenance	$26,000.00	$26,120.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	$25,588.00	$25,988.00
230	Content Insurance for One Full Year		
231	**Total Facilities:**	$83,088.00	$83,638.00

		2014-2015 Amount:	2015-2016 Amount:
	Debt Expenditures:		
	List Debts Below		
232	Debt service (related to technology & furniture)	$75,335.00	$75,335.00
233			
234			
	Total Debts:	$75,335.00	$75,335.00
	Other Expenditures:		
	List Other Expenditures Below		
235	Management fee	$100,000.00	$100,000.00
236			
237			
238			
239			
240			
241	**TOTAL EXPENDITURES:**	$1,598,305.00	$1,641,380.00
242	Net Revenue over Expenditures:	$74,495.00	$73,420.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Big Cypress Land Company, L.L.C.

Lessee(Tenant): Osceola Communication, Business & Arts, Inc. (OCBA Inc.)

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

Describe the present use of the facility:

Vacant school

Address of Premises: 383 Highway 77 North, Sunset, Arkansas

Square Footage: 7,500 room for expansion

Terms of Lease: 1 year and renewable

Rental Amount: $2,500.00

Contingency: The terms of this agreement are contingent upon

Osceola Communication Business and Arts, Inc. (OCBA Inc)
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20 14

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education. By: Sally Wilson 8/30/13

Lessee: Osceola Communication, Business & Arts, Inc. (OCBA Inc.)

By: _____ Date 8/30/13

Lessor: Big Cypress Land Company, L.L.C.

2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
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 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 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 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 schools not waived by the approved charter.

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

8. The 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 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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 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 confirms the understanding 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 authorizer 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.

Sally L. Wilson

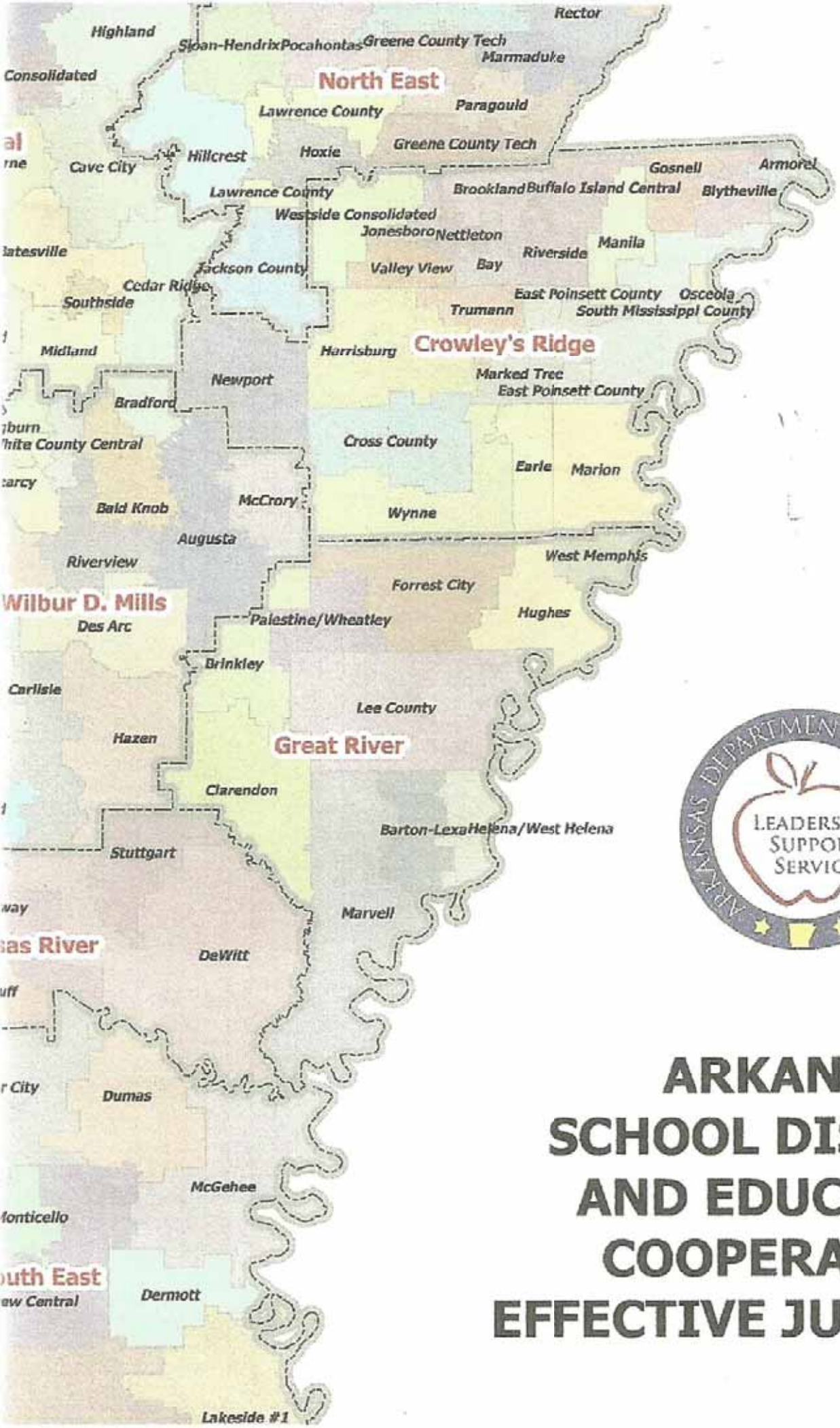
Signature of President of the Sponsoring Entity Board of Director

August 27, 2013

Date

Sally Lo Wilson

Printed Name



ARKANSAS SCHOOL DISTRICTS AND EDUCATION COOPERATIVES EFFECTIVE JULY 1, 201(