

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

**A. GENERAL INFORMATION**

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Name of Proposed Charter School: Gillett Heritage Academy

Grade Levels for the School: K-12 Student Enrollment Cap: 450

Name of Sponsoring Entity: Gillett Civic Group, Inc.

The applicant is an "eligible entity" under the following category:

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or

an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

The Gillett Civic Group, Inc. 501 (c) (3) Status: Approved by the IRS on September 21, 2009. **Attachment 1**

Name of Contact Person: Derek Menard

Address: 6401 Hwy 152 East  
DeWitt, AR 72042

Daytime Phone Number: 870-946-1664 Fax: 870-946-2757

E-mail: jmenard77@gmail.com

Charter Site Address: East end of Main Street  
Gillett, AR 72055

Date of Proposed Opening: August 18, 2011 (first day for students)

Chief Operating Officer  
of Proposed Charter: Jennifer Menard Title: Acting Director

Address: PO Box 6  
Gillett, AR 72055

Daytime Telephone Number: (870) 830-5410 cell (870) 946-1664 work

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

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name:	Position:	Profession:	State of Residence:
Mr. Derek Menard	Gillett Civic Group President	Operations Manager Menard Mfg. Co.	AR
Mr. Steven Ringo	Gillett Civic Group Vice-President GHA School Board Parent Alternate	Plant Operations Manager Riceland Food, Inc.	AR
Mrs. Jennifer Lowe	Gillett Civic Group Secretary	Recorder/Treasurer City of Gillett	AR
Mrs. Jennifer Menard	Gillett Civic Group Treasurer	Office Manager Menard Mfg. Co.	AR
Mrs. Christy Murphy	Gillett Civic Group Director	Museum Director AR State Post Museum	AR
Mrs. Sally Keffer	Gillett Civic Group Director	Fiscal Support Specialist State of Arkansas	AR
Mr. Dustin Menard	Gillett Civic Group Director	Farm Manager Circle M Farm	AR
Mr. Leland Fuhrman	Gillett Civic Group Director	Farm Manager Fuhrman Catfish Farm	AR
Mrs. Susan Williams	Gillett Civic Group Director	Chief Nursing Officer Baptist Health	AR
Mr. Bill Menard	GHA School Board Member	Owner/President Menard Mfg. Company	AR

Mr. Jon Howell	GHA School Board Member	Principal (Retired) Gillett High School	AR
Mrs. Betty Trites	GHA School Board Member	Executive Vice President Merchants & Farmers Bank	AR
Mr. Scott Place	GHA School Board Member	Owner/Farm Manager Place Farms	AR
Mrs. Carolyn Sullivan	GHA School Board Member	Administrative Assistant DeWitt Hospital & Nursing Home, Inc.	AR
Mr. Alan Clawson	GHA School Board Parent Alternate	Wildlife Biologist Arkansas Wildlife Commission	AR

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

1450 (Total District Enrollment)

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

DeWitt School District      Dumas School District      Stuttgart School District

## **B. GENERAL DESCRIPTION**

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Gillett Heritage Academy will open in August 2011, with a proposed enrollment of 210 students grades K-12 with a cap of 450 students. The proposed open enrollment charter school will be located in Gillett, Arkansas. The school will primarily serve students in Gillett and the surrounding communities, but any student eligible to attend public school in Arkansas may enroll. Gillett Heritage Academy will be a non-traditional school where students earn credit through experiential learning and project-based learning. Innovative instructional strategies and flexible schedules combine to create a different, engaging, new and exciting learning environment.

At GHA, we believe that students excel when provided a rich learning environment and challenged by high expectations. We will provide an academic program intended to equip students with the skills and knowledge necessary for successful transition to life, careers and college. Because of our unique location, culture and heritage, and economic conditions, we believe that Gillett students need a new approach to education and curriculum. Our awareness of today's economy and

our rich background in agriculture provides Gillett Heritage Academy with the opportunity to focus our curriculum and training towards youth entrepreneurship.

*The E Generation* reports “In the 21<sup>st</sup> century, we will increasingly rely on the lean and agile entrepreneurship of the small, growth-oriented business – rather than the resources, scale and market size of the large corporation – to fuel our economic growth through the creation of jobs and innovative goods and services.” This and many other rationales support focusing our curriculum around entrepreneurship. Several follow.

### **Rationale for Entrepreneurship Education**

- **Entrepreneurship is a key driver of our economy.** Wealth and a high majority of jobs are created by small businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale (Consortium for Entrepreneurship Education, 2010)
- **As Arkansas’s economy relies ever more strongly on entrepreneurs** and the skills that define an entrepreneurial mindset, the role of entrepreneurial training and education will become more important. Gillett Heritage Academy will be at the forefront of this movement and our students will be a step ahead of other students they will be in competition with for jobs, careers and advancement.
- **Entrepreneurship education is a lifelong learning process**, starting as early as elementary school and progressing through all levels of education, including adult education. Designing our curriculum around entrepreneurship standards will give our students:
  - progressively more challenging educational activities;
  - experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities;
  - the expertise to successfully start and manage their own businesses to take advantage of these opportunities.
- According to the influential Kauffman Foundation Panel on Entrepreneurship (2008), it is **important to integrate an understanding of entrepreneurship into all levels of education**. Like the Maine Entrepreneurship and Training Report, GHA believes that children and youth, many of whom are already pre-disposed to entrepreneurial mindsets, should be exposed to entrepreneurs and entrepreneurship throughout their K-12 education.
- **Many more people have entrepreneurial capacity than ever become entrepreneurs** according to Calvin Kent in the book *Entrepreneurship Education* and Bill Rushing contends that **entrepreneurial education should be integrated throughout the broader curriculum to increase the**

**entrepreneurial capacity of all students.** (Entrepreneurship Education and Training in Maine, 2008)

- **Entrepreneurship education is a strategy for keeping students in school, increasing self-regulation and initiative, critical thinking, and lifelong learning skills** according to the Aspen Institute's Youth Strategy Group. They recommend:
  - adopting statewide entrepreneurship standards (which NorthWest Arkansas Community College is attempting to do with help from legislators);
  - creating entrepreneurship education partnerships between primary and secondary schools and community colleges (which GHA is doing with NWACC).
- The Consortium for Entrepreneurship Education (2004) contends **investment in entrepreneurship for youth should result in a long-term positive effect on the economic climate** of the United States, resulting in a lower unemployment rate, increased establishment of new companies and fewer failures of existing businesses. It can also be an important component of economic strategies for fostering job creation. More specifically, effective youth entrepreneurship education can prepare young people to be responsible, enterprising individuals who become entrepreneurs and contribute to the economic development of our nation, as well as to the sustainability of our communities. This is critical as the Delta region of Arkansas attempts to recover from a prolonged economic downturn.
- Journal of Private Enterprise (2005) research indicates **the supply of entrepreneurs can be increased by developing a positive perception about the feasibility and desirability of entrepreneurship through educational preparation at an early age** (Nakkula, 2004; Rasheed 2001; and Kourilsky, 1995). When rooted in solid learning theory, entrepreneurial education helps produce self-sufficient enterprising individuals, develops entrepreneurs by increasing business knowledge and promoting psychological attributes associated with entrepreneurial activities (Charney & Libecap, 2000; Kruegar & Brazeal, 1994; Kourilsky & Walstad, 1998; Walstad & Kourilsky, 1999).

There are many other voices and rationales supporting comprehensive entrepreneurial education. The benefits of such an approach, while never implemented in Arkansas before, weigh heavily in favor of this tactic for lifting the possibilities for the children of Gillett and the region. A partial listing of the advantages of entrepreneurship education follows.

### **Benefits of Entrepreneurship Education**

*Logic Models and Outcomes for Youth Entrepreneurship Programs (2001)* found that entrepreneurship education:

- improved academic performance, school attendance and educational attainment
- increased problem-solving and decision-making abilities
- improved interpersonal relationships, teamwork, money management, public speaking skills and job readiness
- enhanced social psychological development (self-esteem, ego development, self-efficacy) and perceived improved health status

Ongoing research commissioned by the National Foundation for Teaching Entrepreneurship (NFTE, 2001) to evaluate the effectiveness and impact of its programs found that when youth participated in entrepreneurship programs

- Interest in attending college increased 32 percent
- Occupational aspirations increased 44 percent
- Independent reading increased 4 percent
- Leadership behavior increased 8.5 percent
- Belief that attaining one’s goal is within one’s control (locus of control) increased
- The ability to set goals, manage time and money, and gain important entrepreneurial skills which are useful in any workplace increased

The National Content Standards for Entrepreneurship Standards (2010) reports many benefits to infusing entrepreneurship into all levels of education. Benefits specific to each level of student are included in the tables below.

<b>Benefits to Elementary Students:</b>
Increased attendance
Higher academic achievement on standardized tests and portfolios
Fewer discipline referrals
Increased sense of “locus of control”
Heightened awareness of career and entrepreneurial options
Entrepreneurship students acquire basic economic understanding and financial concepts
Young students can define entrepreneurs’ contribution to society
Increased opportunity recognition and problem solving skills
Entrepreneurship curriculum can be designed to explore ethics issues
Our students will be able to consider the necessary steps in business startup

<b>Benefits to Middle School Students:</b>
Improved academic skills – 4Rs
Experience entrepreneurship across the curriculum
Increased self-esteem and respect
Increased number of students identifying entrepreneurship as a career choice
Heightened awareness of the role of entrepreneurs
Encourage risk-taking and learning from failure
Learn to identify and recognize opportunities
Decrease in teen pregnancies and substance abuse

Improved economic literacy and understanding of capitalism
Improved financial literacy
Develop workplace literacy
Understand entrepreneurship process/business plan
Become an educated, empowered consumer
Learn about opportunity cost
Embrace diversity/socialization skills
Demonstrate conflict resolution/negotiation/sales-marketing/persuasion skills
Learn how entrepreneurs give back
Learn how to make money
Recognize the contributions of entrepreneurs (they started small)
Foster and value idea generation

<b>Benefits to High School Students</b>
Creation of entrepreneurial thinkers who have the skills to start their own businesses
Write a business plan
Apply economic principles
Determine individual entrepreneurial interests
Apply basic marketing skills
Use strategies for idea generation
Assess feasibility of ideas
Manage risk
Identify legitimate sources of capital
Evaluate ownership structures
Translate problems into opportunities
Apply principles of human relations management
Speak “business” and “entrepreneurship”
Apply basic accounting principles
Engage in ethical business practices
Demonstrate financial management

As can be seen, Entrepreneurship education can positively impact a learner at all levels in a wide number of contexts and for these reasons, GHA has chosen entrepreneurial education as the cornerstone of our curriculum.

We feel that schools located in rural America must do more than prepare our students to work for the corporate venue. GHA will challenge students to develop entrepreneurial leadership skills. Through our innovative curriculum they will be encouraged to master their career and financial futures, think critically and independently, and develop excellent problem-solving, decision-making, and teamwork skills. Students will also learn how to own and operate real businesses. By emphasizing and acquiring these skills in addition to mastering the core curriculum learned in public schools, students will have the necessary work ethic, self-confidence and training to be productive leaders.

Through the collaborative efforts of the Winthrop Rockefeller Foundation and the Corporation for Enterprise Development (CFED) and the help of an Advisory Committee

of representatives from state economic development agencies, academia, community development, financial institutions and entrepreneurs the focus shifted from small business development to entrepreneurship – an important change that mirrored the recommendations of a recently released report from the Southern Growth Policies Board. The Board has set some major goals for transforming the region, including:

- To encourage and support innovation and entrepreneurship
- To create a culture of learning throughout the South – focusing on making pre-K – 12 education efficient and effective, raising post-secondary educational achievement, promoting lifelong learning, overcoming skill shortages, educating those left behind and ensuring basic competency in Information Age tools.

Gillett Heritage Academy will accomplish these goals. Teachers will engage students through hands-on projects that address state content standards while using students' interests and learning styles. Common projects and themes will weave across curriculum, showing students the connection between subject areas. Our motto is an "E-Education for an E-Generation," It is a set of ideas that can inspire, motivate and focus the work of schools, teachers, parents and students uniting them in a common purpose. Our concept of an educational continuum emphasizing entrepreneurial knowledge and skills will give the students of GHA a choice for a great future. With the educational frameworks that GHA intends to use, teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of youth entrepreneurship.

A vision we share: Entrepreneurship is the critical missing ingredient in securing economic prosperity and a high quality of life for all. Entrepreneurship offers a way to engage and excite people from all walks of life and from across the state to take control of their own economic destinies. GHA will align its goals both federally, with President Obama's "Race to the Top" program, and on the state level by fulfilling Governor Mike Beebe's goals for a better economic Arkansas! To directly align our mission with that of the Arkansas Economic Development Commission we will commit to a new and engaging way of thinking, learning and living. At GHA it all starts with an "E-Education for an E-Generation!"

Gillett Heritage Academy will also promote the principle of educating the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge by focusing on a life of active, responsible citizenship. Each student that completes our unique educational program will become more confident, have better self-esteem, will learn self-discipline and will have an immense understanding of ethical values. We are committed to:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the area served.
- Integrate technical and academic education to prepare students for post-secondary education.
- Integrate entrepreneurship training to prepare students to be productive leaders and business owners.
- Promote students who will be thoughtful, engaged and productive citizens.

- Promote strong student-teacher relationships in an intimate, safe and inclusive environment
- Promote real world experiences through experiential learning

Gillett Heritage Academy will promote the following educational foundations and essential characteristics:

### **Entrepreneurship Model**

GHA will offer our students a unique educational opportunity that will engage student's creativity and innate ability to become effective business leaders. Founded by Dr. Jonathan Sher and Dr. Paul DeLargy, REAL (Rural Entrepreneurship through Action Learning) provides curricula, training, and resources to help rural America grow through hands-on entrepreneurship education that prepares active, self-sufficient and productive citizens to contribute to their communities' social and economic development. Since the early 1980's, REAL has been working to make entrepreneurial training accessible to the communities and people who need it most. Initially designed to help rural high school students, REAL now serves people of all ages and communities of all sizes. REAL offers K-12 curriculum designed to teach students entrepreneurship through action learning.

In addition, GHA has committed to partner with Northwest Arkansas Community College (whose mission is to strengthen communities through learning for living) by integrating their youth entrepreneurship program into our curriculum. Northwest Arkansas Community College is recognized as the entrepreneurial leader in Arkansas. NWACC created the state standard for community college entrepreneurship which has now become the statewide curriculum. They have recently initiated projects in the Arkansas Delta region through their award-winning Students in Free Enterprise (SIFE) program and have committed to allow Gillett Heritage Academy to participate in the SIFE program upon approval of our charter.

### **Attachment 2 - NWACC Letter of Cooperative Services.**

### **Collegiate Model**

GHA will prepare students for success in college and beyond. According to statistics, many students begin to lose sight of their goals from fifth to eighth grade. Beginning as early as Kindergarten, students will learn about strategic planning for decisive college choices, along with the importance of an overall education. GHA will strive to build the skills, character and knowledge necessary to facilitate students in meeting their goals. We will follow the SMART Core curriculum to ensure students excel. The tenth through the twelfth grade will participate in the ACT program which will prepare students for standard or higher entry level in college.

### **Standards-Driven, Research-Based and Monitored Programs:**

Gillett Heritage Academy is anchored in grade level mastery objectives, state standards and frameworks which define what the students should know and be able to

work proficiently at each particular grade level. High quality research based curricular programs, including NWEA, Renaissance Math, DIBELS, FOSS and the Pearson Core Knowledge will provide the foundation for instruction and enable students to meet ADE learning standards and benchmarks. To ensure that every child masters the work necessary to prepare them for college and entrepreneurship, GHA will provide more time on tasks by extending our school day from 8:00 am to 4:30 pm. We will implement an after-school program as needed to meet the requirements for educational goals set forth in our curriculum.

Effective schools use assessment to determine individual students needs, measure progress and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers will be well informed on the instructional priorities of each student.

### **Professional Development**

The education program is only as good as the teachers teaching it and those who oversee its structure. We will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members, including a minimum of 10 professional development days each year. All new teachers will go through a rigorous program of professional development, and will be provided with a wide variety of resources and development opportunities encompassing entrepreneurship. Teachers will be trained as a group on the “REAL” Entrepreneurship curriculum and the “SIFE” program developed by NWACC well in advance, therefore, allowing more time to design lesson plans and work together as a team to fulfill the mission of Entrepreneurship at GHA. The costs associated with the “REAL” K-8 and 9-12 curriculums include teacher training at \$1,000.00 per teacher and an average of \$500.00 per curriculum as outlined in our budget.

We place great value on a hard-earned reputation for quality, individual student instruction, high standards, strict discipline and exceptional academic leadership. We will achieve our goals by allowing our teachers to work closely with our parent organization, with our sponsoring entity and by actively involving local business owners to provide support, expertise and guidance needed to ensure optimal student achievement.

### **GHA Student Body**

Gillett Heritage Academy will strive to unite students, as one student body, focused on education and fulfillment of the GHA mission and not the many struggles that students face in today’s society. To reach this goal, students will be required to wear uniforms to defer any differences and to maintain discipline in the dress code at our Academy.

GHA will not initially provide an extracurricular sports program. However, students will work together in small groups to experience the accomplishments of teamwork through academia. GHA will review student enrollment and finances for implementation of extracurricular sports in the future.

## D. REQUIRED INFORMATION

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### 1. Results of Public Hearing

The public hearing was held on August 12, 2010. There were approximately 43 people in attendance. The meeting was called to order by Bill Menard, a representative of the Gillett Civic Group. Mr. Menard presented an overview of the GHA application as well as facts about charter schools. Mrs. Jennifer Menard presented more detailed information about the 2010 charter school application. Mrs. Menard talked extensively about State goals for Entrepreneurship and about the educational opportunity GHA will offer students. Mr. & Mrs. Matthew Hampton from MH Marketing gave a presentation on Youth Entrepreneurship. Mr. Hampton spoke of the implementation and success of the youth entrepreneurship programs across the state. At that time a question and answer session was held. The meeting was adjourned.

Supporting evidence collected at this hearing includes sign-in sheets showing support for GHA as **Attachment 3a** (Required).

Also included is the article from the DeWitt Era-Enterprise discussing the public hearing. **Attachment 3b**

### 2. Documentation related to public hearing

- A. The notice for this hearing was published in the DeWitt Era-Enterprise on July 22, July 29 and August 5, 2010. It was published in the Dumas Clarion on July 21, July 28 and August 4, 2010. It was published in the Stuttgart Daily Leader on July 21, July 28 and August 4, 2010.
- B. The notice was published in 12 point font. The ad was 3 ¾" by 4".
- C. The last publication date of the ad was August 5, 2010, 7 days prior to the public hearing held on August 12, 2010.
- D. Letters announcing the hearing were mailed to all superintendents from whom we may draw students, including all contiguous districts.

**Attachment 3c** – Public hearing notice.

**Attachment 3d** – Proof of publication.

### 3. Governance Structure

Composition of the Board and Selection of Members

The school will be governed by a Board. Founding Board members were appointed from a selection of nominees by the Gillett Civic Group, Inc. Board of Directors. All Board members share the vision and belief in the mission of the school and possess the necessary skills to provide oversight and direction to the school. Members of the

governing board have expertise in entrepreneurship, education, community development, finances and school operations.

**Mr. Bill Menard** is a 1959 graduate of Gillett High School. He obtained an associate degree in mechanics from Arkansas Tech University in Russellville, AR. Mr. Menard is currently the owner and President of Menard Mfg. Company, Inc. His entrepreneurial business brings much experience and knowledge to the accomplishment of the GHA mission. He has served on the Farm Bureau Insurance Board and the Farm Service Agency Board. He has fifteen prior years of experience on the Gillett Public School Board. Mr. Menard taught computer programming at Philips County Community College for seven years. Mr. Menard was selected as Gillett's Citizen of the Year in 2009. Mr. Menard will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Scott Place** is a 1971 graduate of Gillett High School. He obtained a Bachelor of Science degree in Agriculture with a minor in Manufacturing Technology from the University at Monticello. Mr. Place is a member of the Gillett Farmers & Businessmen Organization and has served as President, Vice President and Secretary. He has served on the Farm Service Agency Committee for nineteen years. Mr. Place has also served three terms as a Trustee for the UMC Finance Committee. He is currently the owner and farm manager of Place Farms. Mr. Place will serve as a voting member of the Gillett Heritage Academy Board.

**Mrs. Betty Trites** is a 1976 graduate of Dumas High School. She attended the University of Arkansas at Monticello. She has been employed at Merchants & Farmers Bank in Dumas, AR for thirty-one years. Mrs. Trites is currently an Executive Vice President and the Chief Lending Officer at Merchants & Farmers Bank. She has served on numerous Boards and has a vast amount of financial knowledge. Mrs. Trites will serve as a voting member of the Gillett Heritage Academy Board.

**Mrs. Carolyn Sullivan** is a 1962 honor graduate of Gillett High School. She attended the Arkansas State Teachers College and has multiple diplomas in banking education through the American Institute of Banking. Mrs. Sullivan has sixteen prior years of experience on the Gillett Public School Board. She attended a symposium in Saint Louis, Mo for developing tests on reading. Mrs. Sullivan is currently employed by the DeWitt Hospital and Nursing Home where she is the Administrative Assistant and the Chairman of the Customer Service Committee. Mrs. Sullivan will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Jon Howell** is a 1964 graduate of Star City High School. He obtained a Bachelor of Science & Education degree from the University of Arkansas at Monticello. Mr. Howell also obtained a Master degree in Education from the University of Central Arkansas at Conway, AR. Mr. Howell has thirty-eight years of combined teaching and coaching experience at the following schools – Tillar, Grady, Fordyce, Mountain Pine and Gillett Public Schools. He was Principal of Gillett High

School for twenty-one years and is currently retired from that position. Mr. Howell will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Steven Ringo** is a 1989 graduate of Dumas High School. He attended the University of Arkansas at Monticello and is currently a student of Lambuth University in Jackson, TN where he is obtaining a degree in Agri-Business. Mr. Ringo is the Assistant Fire Chief of the Gillett Fire Department. He is the Secretary of the Gillett Farmers & Businessmen Organization. He is the President of the Gillett Post Club and Vice President of the Gillett Civic Group, Inc. Mr. Ringo is currently Plant Operations Manager for Riceland Foods, Inc. for both the Dumas, AR and Gillett, AR facilities and has obtained a vast amount of knowledge and experience in management and problem solving. Mr. Ringo will serve as a non-voting alternate member of the Gillett Heritage Academy Board.

**Mr. Allen Clawson** is a 1984 graduate of Gillett High School. He is the Assistant Chief of the Tichnor Fire Department. Mr. Clawson has been employed with the State of Arkansas Wildlife Commission as a Wildlife Biologist for twenty-one years. He was selected as the 2007 Wildlife Technician of the Year. Mr. Clawson has served on numerous committees and has experience in finances and budgets. He has supervised many projects and is engaged in working with the public daily. Mr. Clawson will serve as a non-voting alternate member of the Gillett Heritage Academy Board.

### **GHA Board Procedure**

The Board will consist of five voting members and two non-voting alternate members. The term for each member will be five years. Each member may serve up to three consecutive terms. The officers will be voted on among the GHA Board Members at their first official meeting. The officers will serve in an advancing rotation in the following order; President, Vice President, Secretary, Voting Member 1 and Voting Member 2. During this rotation the President will remain on the Board as Voting Member 2 for one year following his Presidency. The GHA Board will also appoint a First and Second Alternate. The First Alternate will fill any vacancy as needed on the GHA Board. When a vacancy occurs the First Alternate will advance to Voting Member 1, the Second Alternate will advance to First Alternate and a new Second Alternate will be appointed by the voting members of the GHA Board.

The advancing rotation of positions on the GHA Board is to ensure the public that the President of the GHA Board has no significant authority over any other member of the Board. This system also provides the First and Second Alternate time to gain knowledge and experience of Board responsibilities before advancing to a Voting Member position on the GHA Board. It also ensures the public that in the event of a vacancy in any circumstance that the First Alternate will have the expertise required to become a Voting Member.

## **Responsibilities of the GHA Board**

The responsibilities of the GHA Board members include the duty to monitor the implementation of the education program, policy and regulatory guidance. The Board is accountable for ensuring that all funding used to operate the school is in compliance with the charter and all applicable legal requirements. Additionally, the Board will exercise ultimate authority over the operation of Gillett Heritage Academy and is morally obligated to maintain the school's financial stability and integrity.

## **Governance**

The GHA Board exercises its responsibility and authority over school operations through the function of “governance” – the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations. In addition, the Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

## **GHA Board Members**

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

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the GHA mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to the Director and administration of GHA.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Contracts:** The Board approves all major contracts.
- **Consultant Support:** Board members use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** Board members act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

## **Required Attributes of GHA Board Members**

An effective Board is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Members bring to the school, the Members must possess the right personal characteristics and attitudes for the job. Members with the following attributes will be able to work most effectively amongst themselves, with the Gillett Civic Group Board of Directors and the administration of GHA, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision as well as a strong belief in the GHA school design and curriculum.
- Expectation that all children can and will realize high levels of academic achievement
- Understanding of the promises contained in the school's charter.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Commitment to a partnership with the Gillett Civic Group Board of Directors and the GHA Administration.

### **Meetings of the GHA Board**

The members of the GHA Board will hold monthly meetings to discuss any business, policies or issues of the school. Special meetings of the GHA Board may be called by the Board President at any time.

### **Gillett Civic Group, Inc.**

The Gillett Civic Group, Inc. is the founding entity of Gillett Heritage Academy. Although its technical relationship with the Board is that of support, the success of GHA depends on a partnership with the Gillett Civic Group, Inc. This partnership will provide accountability to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of the Gillett Civic Group, Inc. Board of Directors include the following:

- Administration: The Gillett Civic Group Board will review applicants and hire a Director for GHA. The Director will then review applicants for the remaining administration and staff of Gillett Heritage Academy. All applicants selected will then be submitted to the GHA Board for approval and issuance of contracts.
- Finances: The Gillett Civic Group, Inc. will continue to provide financial support for GHA through private donations, fundraisers and grant funding. In addition, the Gillett Civic Group Board will review the finances of Gillett Heritage Academy annually.
- Marketing: The Gillett Civic Group, Inc. will develop an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

### **Roles of Personnel**

The role of the administrator of the Academy is to:

- Oversee the day to day operations
- Oversee continuity of curriculum and alignment with Arkansas curriculum frameworks with not only horizontal alignment but vertical alignment as well
- Insure compliance with State and National regulations, laws, standards and guidelines

- Keep abreast of curriculum changes at the State level
- Intervene as needed to insure the success of the Academy
- Communicate needs of the Academy to the Board

The role of the faculty is to:

- Communicate needs to administrators and/or parents
- Challenge students with progressive curriculum and rigorous assignments
- Act as a role model
- Teach while utilizing creative and innovative techniques
- Ensure discipline within the classroom

The role of the parents is to:

- Be involved in the student's life by following the Three R's of Parent Involvement.
  1. Reviewing homework for completion
  2. Requiring punctual attendance
  3. Representing your family during Academy functions
- Communicating to the Academy needs or concerns
- Visit the Academy as wanted or needed
- Volunteer time at the Academy as needed

We recognize the value of parent involvement and further understand the key role parents play in the education of their children. The Gillett Heritage Academy has adopted the GHA Family Involvement Plan to assure the Arkansas Department of Education that parents, staff and students alike will have a direct role in the decision making of the school. **Attachment 4a**

Parents have been involved from the very beginning as special meetings have been and will continue to be planned for parents to take part in every aspect of the school's programs. Teachers will meet individually with each and every family before the beginning of the school year to discuss the school contract with the parents as required by the school's ACSIP. They will be brought into the school family and will be kept abreast of their children's progress by parent/teacher conferences, weekly progress reports, phone calls and emails. A parent survey will be conducted each year to measure the parent satisfaction in the school's progress. Parents will be encouraged to volunteer at GHA. **Attachment 4b**

All board meetings will be public meetings and parents are invited to attend to show their support, and share suggestions and/or concerns. All parents will be invited to all meetings. In addition, both alternate board members are parent representatives to ensure that parents may have a direct representation on the board.

The role of the students is to:

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

Students play a crucial role, just as parents, in the advancement of our goals at Gillett Heritage Academy. Students must feel that they are part of the team and that they can influence the decision making in key areas. Each student will be evaluated according to the State Standards and the school's mission. The students are, and will continue to be the major focal point in all decisions made for the school.

The requirements of Act 307 of 2007, Act 397 of 2009 and the federal parental involvement requirements are directly in line with the mission of Gillett Heritage Academy. Our community, including elected officials, business leaders and citizens has always shown a strong commitment to education and whole heartedly support this endeavor.

#### **4. Mission Statement**

The mission of Gillett Heritage Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. At GHA, we join the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in today's economy.

We will fulfill this mission by providing:

- Rigorous academic curriculum that focuses on high level literacy, mathematics, foreign language and technological skills.
- An entrepreneurship enhanced curriculum that focuses on how to start, run and maintain a business.
- Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making certain that No Student is Left Behind.
- Practiced and proven teachers' professional development program that allows us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- Meaningful parent involvement, support and training.

We will measure the goals of our mission by:

- The Gillett Heritage Academy will utilize ongoing progress monitoring of individual student learning integrated into the daily lessons, to in turn, form a process of accountability for faculty and students during this data analysis. Gillett Heritage Academy will also utilize ongoing and periodic data such as: Criterion - Referenced Tests (Benchmark and all End of Course Exams), Norm-Referenced Tests (Stanford 10, DIBELS, STAR assessment, etc.)
- These programs encourage students across the world to become active, compassionate, lifelong learners who will possess the necessary skills to be successful, productive citizens.
- Parental involvement will be measured by:
  - 1) All parents must sign a contract with GHA at the beginning of the year.

- 2) Parents are required to come to the parent/teacher conferences and sign in before report cards will be given out.
- 3) Parents will sign weekly progress folders sent home each week.
- 4) Creation and membership of the PTA
- 5) Annual parent survey

#### **Refer to Attachment 4a-b**

### **5. Educational Need**

In an ever-more competitive economic, business and career environment, entrepreneurship holds the key for economic growth. In the United States, there has been a shift away from larger manufacturing firms toward small, innovative businesses. This shift has been pronounced in Arkansas as well and the trend is expected to continue and accelerate. Increasingly, entrepreneurship is becoming even more important for our economy and as a vehicle to creating careers and business opportunities to retain our young people in local communities.

The Delta region of our state has been targeted as one of the areas of greatest need. In traditional public schools, students learn the necessary skills to successfully graduate and are encouraged to pursue post-secondary education to prepare them for careers in the corporate world. Many of our students do just that. This trend has created an exodus for rural America and is specific to our Delta region. GHA believes that by changing the mindset of our children and by learning and developing additional skills that we can defer this migration of students and actually begin contributing to the re-birth and economic growth of rural America. We feel this is a great concern for our State, Region, County and our local communities. It is a golden opportunity for GHA as we move into an “E-Generation” and to contribute to our State’s goals of educating students for the “new economy!”

For these reasons, there is general agreement that we should be teaching entrepreneurial skills and creating entrepreneurial mindset earlier than we currently do. The Kauffman Foundation has recommended that “for entrepreneurship to be a mainstream and routine business practice, it must reflect its society’s view of how the world should work and how human beings should behave. It is important to integrate an understanding of entrepreneurship into all levels of education”. While this doesn’t happen in many school districts, Arkansas has an opportunity to become education leaders in early entrepreneurial education.

Entrepreneurship – the process by which entrepreneurs are created and encouraged – is one of the most critical missing ingredients in securing economic prosperity and a high quality of life for all Arkansans. Entrepreneurship is at the heart of an effective homegrown economic development strategy and is critical for better positioning the state for the new economy. It is also increasingly recognized as the great – or even the last – hope for economic survival and regeneration for much of rural America.

Entrepreneurial Arkansas: Connecting The Dots, a study commissioned by the Winthrop Rockefeller Foundation comprises eight specific goals for Entrepreneurship:

- **Bringing entrepreneurial education programs to at least half of Arkansas's 310 school districts within five years.**
- Offering credit courses in entrepreneurship in at least half of Arkansas's 23 community colleges and all of the public four-year colleges within five years.
- Making training opportunities for fledgling entrepreneurs readily available in all parts of the state.
- Ensuring affordable, convenient and effective sources of information and technical assistance to entrepreneurs across the state.
- **Promoting an entrepreneurship culture within the most economically disadvantaged parts of the state.**
- Raising the profile of Arkansas' entrepreneurs and the state's improving entrepreneurial climate.
- Ensuring access to equity and debt capital in all parts of the state.
- Making entrepreneurship a high-priority economic development strategy for Arkansas.

While all of these goals are definitive and necessary to achieve the overall goal of entrepreneurship, the two goals in **Bold** above directly relate to the specific goals that we will attain at GHA. We will provide an enhanced learning environment and the skills needed to reach these goals and to contribute to the new Entrepreneurial movement in Arkansas. GHA will therefore, expand the educational opportunity of our students by teaching an innovative combination of learning models – the Collegiate and the Entrepreneurial models.

Northwest Arkansas Community College has set an excellent example of embracing the challenge of teaching youth entrepreneurship through their SIFE (Students in Free Enterprise) Program. The program was conducted in the Springdale Public School District for 2009 – 2010. The results of that program show the following: "The 2009 and 2010 Liberty Bank Eagles Expo indicated that our 5<sup>th</sup> grade students are gaining important entrepreneurial and business knowledge and skills. To measure performance, NWACC SIFE uses a pre-and-post test evaluation system. Students are given a pre-test to determine their level of understanding of business, marketing, and entrepreneurial concepts and practices. Results from the past two expos indicated that our 5<sup>th</sup> graders level of knowledge was relatively low, averaging 32% across our question set.

At the end of our six module training, students were re-tested to determine how much they had learned and retained. The time separation between the administrations of the pre-and-post tests was chosen to reflect learning and reduce the recency effect. At the second evaluation, test scores improved to an overall average of 78%. This demonstrated that our students had developed new knowledge, skills and understanding of critical business and entrepreneurial lessons our program imparts. Additionally, our students were supportive of our goals and efforts. Consequently, on questions about their interest and the "fun" factor for the Expo, scores were above 90% satisfaction and approval. Considering all of our testing and also anecdotal evidence from SIFE students being in the classrooms for an extended time frame, we are confident that our students are learning, gaining, and enjoying the program."

### Information provided by NWACC from their results summary.

Therefore, with the passion and commitment of the community, administration, teachers, parents and students in our area...the mission of Gillett Heritage Academy will be to prepare children for success in life by providing them with an innovative combination of learning modes - the Collegiate and Entrepreneurial models. To ensure that all students are making continuous progress toward this overarching goal, we will use a comprehensive assessment system, including diagnostic assessments, criterion referenced classroom and standardized assessments, formative and summative assessments, and norm referenced assessments, to provide a complete picture of individual student progress as well as overall school and grade level progress.

Gillett Heritage Academy will use the NWEA Measures of Academic Progress (MAP) to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, and math achievement. Results are defined by a child's RIT score as well as percentile rank.

NWEA provides immediate and specific feedback to teachers and administrators as well as the overall network about students' instructional levels and needs. This data also provides projected state proficiency levels across a spectrum of skills/learning outcomes.

### **6. Educational Program**

The program design of GHA is to ensure that the school is attaining its mission by preparing students for success in college and to be entrepreneurial leaders in today's economy. Gillett Heritage Academy believes in our motto an "E-Education for an E-Generation."

- Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, music, art and language.
- Students will be effective, confident communicators as well as critical thinkers and problem solvers.
- Students will directly participate in peer teaching, cooperative learning, and teamwork.
- Students will learn through experiential methods promoting ownership, self-direction, and responsible decision-making – all qualities needed at the college level and for business ownership.
- Students will learn to operate effectively within organizations
- Students will possess a strong desire to serve the community in which they live.

- Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

Gillett Heritage Academy will diligently correlate its curriculum objectives to the Arkansas State Content Standards in addition to designing a model that will enable students to reach the goals listed above. The students who meet all of these objectives and standards are certainly on the path to success in life. We do not plan to change what the local district and the state of Arkansas feel are the appropriate academic outcomes, but rather, to ensure that all students master or exceed all the skills and content under the Arkansas State Standards. In addition, we plan to teach our students entrepreneurship skills that will give them a choice for their future. Teachers will work with the School Director to determine the curricula that will match each student's needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that students will be prepared for post-secondary education as well as to develop their entrepreneurship skills to be effective business owners/leaders. We will focus on:

- Holistic education
- "Hands On" learning
- Entrepreneurial training by experiential learning
- Direct and Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities
- Educational and motivational field lessons with parental involvement
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning

An innovative approach to experiential and project-based learning would be our "Outdoor Classroom" which is our Greenhouse. GHA will utilize the Entrepreneurship Model by teaching our students how to operate a "real-life" business by planting, maintaining, nurturing, harvesting and marketing produce grown in the Greenhouse. Students will learn such concepts as: supply and demand, production cost, variety selection, profit potential and marketing skills. Students will coordinate with the Food Service Administrator to provide fresh produce to the cafeteria. Students will realize the benefits of consuming fresh produce as opposed to consuming canned fruits and vegetables. Surplus produce will be marketed by the students and may be sold at local farmers markets and to restaurants.

The length of GHA's school year is 190 days. Our schedule will closely coincide with the schedules of adjacent schools for teacher and parent convenience that may have family attending more than one school. We understand that vacation or "family" time is very important and will make every effort to enhance that relationship.

#### **Attachment 5**

Students and parents will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team. Students will be required to wear school uniforms. This will also unify the student body and instill pride for GHA as well as reduce dress code issues.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish our ambitious goals. GHA students will attend school from 8:00 a.m. through 4:30 p.m. each weekday. GHA will provide breakfast for students from 7:30 am until 7:55 am Monday through Friday. GHA will also provide an after-school program as needed to meet the needs of students in relation to obtaining their educational goals. Students will receive nearly eight hours of math instruction, nearly eight hours of English language arts instruction, four hours of social studies, and five hours of science instruction and at least five hours of entrepreneurial instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. An average week's schedule also includes physical education and enrichment activities such as art, music, and foreign language. Additional time will be spent on team and character building activities such as greenhouse projects, entrepreneurship based projects, student presentations, spelling or geography bees, guest speakers, plays and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school.

It is crucial that not only students use their time effectively but teachers do as well. Teachers are expected to meet prior to the school year for a minimum of two weeks to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. Teachers will also have team planning time each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods. Students who choose to attend Gillett Heritage Academy will increase their opportunities for quality education in innumerable ways. The superior level of teaching, the extended time, and the level of dedication by the school will provide a variety of learning opportunities for our students. Our strong interaction with the community will also provide extended opportunities for quality education.

Gillett Heritage Academy will spend more time on task which we believe will allow our students the necessary time to develop their inner entrepreneurial talents, work together as a team and to remediate weaknesses if necessary. Students are required to attend school from 8:00 a.m. to 4:30 p.m. each weekday. Students will also have the option of staying, or may be required to stay, after school to receive additional help or instruction. We plan to work closely with parents and community members to make sure that all the students are achieving the results and goals we hope to attain. The school wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community.

GHA students will pursue rigorous college prep courses (Smart Core), and additional electives in science, technology, fine arts, etc. on and above the high school level. We will work with local colleges for concurrent courses and other technical classes. The structure of compulsory school attendance laws strengthens student's early success in college, and makes it likely that the number of students completing four year degrees will increase. Another strong point of collegiate programs operated within existing high schools, is that they provide more equitable access to higher education.

## **7. Measurable Goals: Collecting, Profiling, and Analyzing Data**

The Gillett Heritage Academy in forming an instructionally unique and diverse charter school will utilize many different forms of tools and progress monitoring to assess student achievement. An important key to our school design is the involvement of both Academic Data and Non-Academic Data.

### **Academic Data**

As suggested by the Arkansas State Department of Education, the Gillett Heritage Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy. This will be detailed in the yearly ACSIP. **Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)**

- **Criterion-Referenced Tests / Benchmark Exams  
Grade Level Benchmark, and all End of Course Exams**
- **Norm-Referenced Tests**

*The Gillett Heritage Academy will administer the following tools and progress monitoring*

- QUALLS – Kindergarten (entrance Exam, window for testing is typically Aug-Sept)
- Mid Year Exam (Semester test) (window for testing typically January)  
Algebra I, Algebra II, Geometry, Biology
- Grade 11 Literacy and Alternate Portfolios (window for testing is typically March)
- The following assessments are typically taken within an April window:
  - SAT 10- 1<sup>st</sup>, 2<sup>nd</sup>, and 9<sup>th</sup> grade
  - MAT8- Kindergarten

- Augmented Benchmark for grades 3-8
- End Course Geometry, Algebra I, Algebra II, Biology
- DIBELS – ongoing progress monitoring with inclusive end of year Benchmark
- ACT
- AIMS web – ongoing progress monitoring with inclusive end of year Benchmark
- STAR

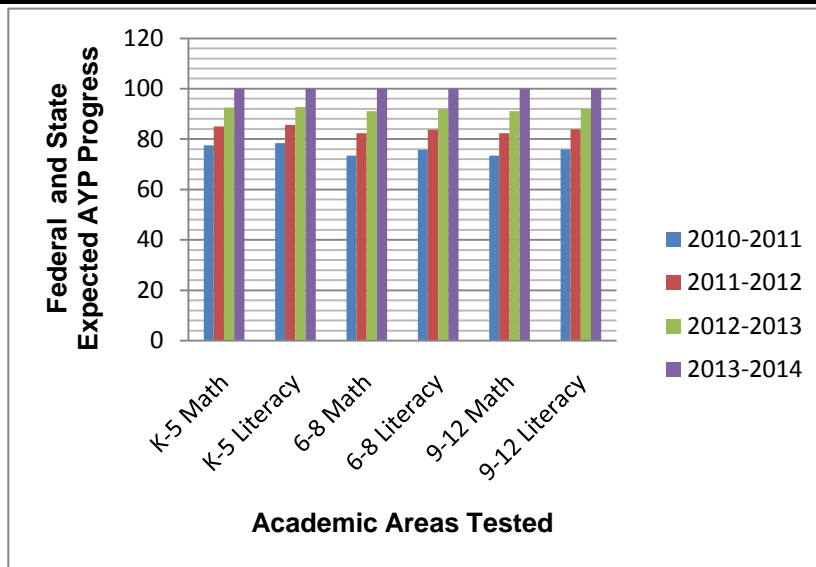
A key part of the philosophy of the Academy is to develop the whole child through reflective self-understanding. In response to this very important element we must implement a way to analyze the data our students and faculty offer which may not be considered directly academic. In turn, correct data analysis, interventions, actions, and plans will lead into alignment of our ACSIP. At the Gillett Heritage Academy we strive to develop an innovative and highly effective overall program. The only way to do this is to include the following sets of data into our pathway to achievement.

**Non-Academic Data**

As suggested by the Arkansas State Department of Education the Gillett Heritage Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy.

- Graduation Rate (9-12) of area Districts
- Drop Out Rate of area Districts
- Average Daily Attendance (K-12) used in AYP accountability
- Professional Development
- Technology Data
- Any Other Optional Data (such as Parent Volunteer Rate, etc.)

**No Child Left Behind Annual Expected Performance Levels (to be in ACSIP)**



## **Assessment of Progress**

- All students will participate in the appropriate grade level State mandated testing. The Gillett Heritage Academy will perform the State's testing at the appropriate time during the school year.
- Students who do not pass the test at proficient status will be required to follow intensive intervention to ensure success during the following year.
- Parent involvement is a key component to the success of a student and the parent/guardian will be an active member of the intervention team. The need to involve parents is tremendous. The parents at the Gillett Heritage Academy are offered different trainings at periodic times throughout the year, such as training in Math to give them skills to help with homework.
- Professional Development is also a very important factor for the success rate of the development and implementation of academic programs within the Academy. Professional Development is constantly reviewed to ensure that the faculty is continually maximizing student achievement.

## **Academic Focus Factors**

### **Literacy**

- All students will be expected to meet the State and Federal NCLB chart, as shown on page 24.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart \*Model of Student Services\* on page 26.
- All students in the Gillett Heritage Academy will be in a progress monitoring program for each grade level for Literacy using the DIBELS, STAR, and AIMS web.
- Students enrolled in the Gillett Heritage Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Literacy.
- All students will be monitored through the NWEA program.

### **Mathematics**

- All students will be expected to meet the State and Federal NCLB chart, as shown on page 24.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart \*Model of Student Services\*
- All students in the Gillett Heritage Academy will be a progress monitoring program for each grade level for Mathematics using the DIBELS, STAR, and AIMS web.
- Students enrolled in the Gillett Heritage Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Mathematics.

**The Gillett Heritage Academy Model of Student Services**

<b>Academic Services</b>	<b>Behavioral Services</b>
Universal Interventions * <i>All students</i> * <i>Preventative and Proactive</i>	Universal Interventions * <i>All settings, All students</i> * <i>Preventative and Proactive</i>
Targeted Interventions * <i>Some students (at risk)</i> * <i>High efficiency</i> * <i>Rapid response</i>	Targeted Interventions * <i>Some students (at risk)</i> * <i>High efficiency</i> * <i>Rapid response</i>
Intensive, Individual Interventions * <i>Individual Students</i> * <i>Assessment-based</i> * <i>High Intensity of longer duration</i>	Intensive, Individual Interventions * <i>Individual Students</i> * <i>Assessment-based</i> * <i>Intense, durable procedures</i>

Student services may be profiled for an individual student due to State Mandated testing or progress monitoring. Students may move up or down the intervention tier group as needed. If a student shows significant gains during intervention, and can maintain the gains for the specified time of the program, the student will be able to be removed from intervention. All data and statistical information, along with interventions will be found in the school’s yearly ACSIP.

**The Gillett Heritage Academy District Efficiency Goals**

In order for every district to operate smoothly it must have a detailed plan in place. The plan must be monitored and evaluated often. Stakeholders within the district are called upon periodically to select priorities and set goals, and then to develop action to achieve the aforementioned. The keys to all of this are data collection, profiling and analysis. Below are highlights of what the Gillett Heritage Academy expects from all parties involved in the future of the Academy.

<b>GHA Efficiency Goals</b>	<b>Measurement</b>
<b>Student</b>	
<b>Goal 1: All students will be prepared as proficient students who are fully prepared to succeed in college.</b>	<ul style="list-style-type: none"> <li>➤ The Gillett Heritage Academy will have a graduation rate of 95% or higher from high school.</li> <li>➤ All students will graduate with the skills to be proficient on a college level.</li> </ul>
<b>Goal 2: All students will complete entrepreneurship training and possess the necessary skills to be effective leaders and business owners.</b>	<ul style="list-style-type: none"> <li>➤ Students will be responsible for working together as a team in a small group setting.</li> <li>➤ Students will learn to be active, productive citizens by participating in community functions in an organized manner. This participation will be documented and used for</li> </ul>

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evaluation by faculty, administration and parents.

- Upon leaving the Academy students will be in control of their own financial destiny.

### **School**

**Goal 3: The Academy's programs and operation will be at the level with which parents/guardians will demonstrate satisfaction.**

- Parents will return surveys each year, and after each function for data analysis and evaluation.

- 100% family participation is expected at parent-teacher conferences.

- The Academy will strive to fill 90% enrollment seats within the first year of opening, and will increase each subsequent year.

- Preference for enrollment will be given to children of Founding Board members.

- The average daily attendance will be at least 95%.

- The Academy will seek and retain faculty members who can integrate an intercultural learning atmosphere with the core academic content areas.

- Faculty will be monitored for desire to demonstrate new principles and ideas, so that student academic success is achieved.

**Goal 4: The Academy will increase enrollment yearly.**

**Goal 5: The Gillett Heritage Academy will seek and retain licensed, highly qualified and talented faculty.**

It is vitally important that our students are successful on the tests that determine academic success in Arkansas; the Stanford 10 and the criterion-referenced Augmented Benchmark Assessments. In addition, we have incorporated several in-house assessments that allow us to give students feedback on their progress in the arts.

### **Goals in Reading**

- Students taking the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable).
- Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in literacy than students in schools in the Arkansas County area with comparable demographic compositions.

- At the end of its third year, the school will meet its AYP Targets in literacy.
- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no significant difference between groups of students in different demographic groups within the school on the reading test (for students taking this test).
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in reading will increase by 10% each year as measured via the NWEA.

### **Goals in Reading Comprehension**

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.
- All students who have spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades on Gillett Heritage Academy standards.
- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in literacy.

### **Goals in Mathematics and Mathematics Reasoning**

The specific goal for all students at Gillett Heritage Academy is that they will be on or above the appropriate grade level in mathematics. All student achievement progress in mathematics will be closely monitored by separate student improvement plans for each student. The improvement by all students will be clearly demonstrated in the state mandated tests at the end of the year. The expectations for the students who have been at the school for at least two consecutive years will be set above those in the neighboring districts. These students will demonstrate ability to accurately arrive at solutions on or above grade level I computation problems which will be documented by passing grades on local and state tests. These students will show a minimum of 10% increase in math proficiency each year as measured with the NWEA testing. Furthermore, the state mandated tests will show no significant difference between students from different demographic groups within the school itself on the mathematics tests. The school will meet AYP goals in mathematics annually.

The ACSIP will be used to monitor the achievement levels of all students in mathematics so that the school will meet and exceed its AYP and NCLB targets in mathematics. Our goal is that students will all be at the level where they can take and understand advanced placement mathematics courses after being enrolled at our school for three years.

## 8. Curriculum Alignment Process

Gillett Heritage Academy recognizes the Arkansas Curriculum Frameworks established by the Arkansas Department of Education. The Academy will ensure that all state goals and objectives relative to curriculum are aligned horizontally and vertically. Alignment will be processed through professional development with teachers under the direction of the Academy's principal. As a measurement of success each teacher will be responsible for a monthly skills calendar detailing the frameworks to be taught. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught in a timely manner. The skills calendar shall be due to the principal by each teacher as follows: First Semester by ending of summer professional development, Second Semester before school recess at Christmas Break. Horizontal alignment is important to ensure all subject areas are covered within each grade, and vertical alignment is important to achieve success as students pass on throughout the Academy's system. Teacher daily lesson plans will be turned in weekly and will note frameworks accordingly.

Students of Gillett Heritage Academy will demonstrate knowledge of the standards and the learning expectations throughout the frameworks daily within each lesson. Student work will reflect frameworks and will be posted throughout the school and classrooms for faculty and visitors. Knowledge will also be evidenced by performance on all state mandated testing.

GHA will implement the REAL and SIFE curriculum which is directly in line with the standards of Economic Arkansas and the frameworks of the Arkansas Department of Education. All curriculum will be integrated and professional development of those curriculums will be completed a minimum of two months prior to the first day of school (August 19, 2011). NCREAL will contract with GHA for teacher training and continue to provide additional training throughout the school year for professional development in entrepreneurship.

The following table shows the timeline for alignment.

<u>Report Date</u>	<u>Report Due</u>	<u>Monitor</u>
August 2011	Summaries from Summer Professional Development	Principal/Director
August 2011	Framework Alignment from Professional Development	Principal/Director
August 2011	Skills Calendar for August – October Evidenced by posted Daily Objectives	Principal
October 2011	Skills Calendar for November – December Evidenced by posted Daily Objectives	Principal
December 2011	Skills Calendar for January – February Evidenced by posted Daily Objectives	Principal
February 2012	Skills Calendar for March - April Evidenced by posted Daily Objectives	Principal
March 2012	Frameworks Reinforced Evidenced by posted Daily Objectives	Principal/Director

Ongoing throughout the academic year, Gillett Heritage Academy will offer reinforcement through professional development, team meetings and assessment of practices to strategically plan Alignment of State Standards.

Due to testing constraints, we will expect all standards and frameworks to have

been covered at least once by Spring testing, after testing frameworks are vigorously recapped through the end of the year.

GHA will remain abreast of ongoing updates to State Standards as they become available and shall remain current on any Professional Development.

## **9. Geographical Area Served**

Gillett Heritage Academy is focused on students in Southeast Arkansas. This area would include the DeWitt School District and the Dumas School District. Gillett Heritage Academy will be an Open Enrollment Public Charter School. This implies that our geographical area will not be bound by district constraints and will allow student enrollment from all areas of the state of Arkansas. Gillett Heritage Academy will be located on 10 acres of the Northeast Quarter of Section 6, Township 7 South, Range 3 West approximately at the East end of Main Street in the city of Gillett in Arkansas county which is in the heart of the Delta Region of the state.

The contiguous school districts that may be affected are DeWitt, Dumas and Stuttgart. The total K–12 enrollment for the DeWitt School District is 1,450 students, for the Dumas School District is 1,578 students and for the Stuttgart School District is 1,808 students as of October 1, 2009. The total enrollment for all three affected school districts is 4,836 students. Gillett Heritage Academy is expected to enroll approximately 210 students. That is approximately 4.3% of the total enrollment from the affected school districts. We feel that of this small percentage we may draw more students from the DeWitt School District due to the close proximity of Gillett Heritage Academy to students who reside in Gillett. We also expect to draw a small portion of students from the Dumas School District which is located in Desha County.

## **10. Performance Annual Report**

Accountability is of vital importance to a high-functioning school. Gillett Heritage Academy will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments. All educational data and statistics will be presented at the annual public meeting and included in the ACSIP.

The director will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include test data from the school and will compare each year's efforts and progress to the school's earlier marks. It will also include information on all other key parts of the school, including Board performance, fundraising, and teacher and student successes in individual classrooms. Gillett Heritage Academy agrees to provide a report at the end of each school year to parents, the community, the local school board and the state board indicating progress toward meeting the performance objectives as stated in this charter. We will also publish each annual report by November 15<sup>th</sup> each year in a local newspaper as required by state law as well as publish the annual report on our school website.

## 11. Enrollment Criteria and Selection Processes

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

In the event that more students apply to the school than can be accommodated, under the terms of the charter, GHA will use a random anonymous student selection method. This method will be a lottery conducted by one or more of the board members. The total number of students admitted to the school will not exceed 450 without formally amending this charter. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the School. For definition, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

In compliance with federal law, the schools marketing efforts will be equitable to all populations within the area regardless of race, disability, ethnicity and gender. We will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. We will not discriminate against potential employees, employees or pupils in violation with any state or federal law. We will be nonsectarian in the programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

One of the essential functions of the Gillett Civic Group is the development of an initial marketing plan for recruiting and enrolling students using methods best suited to the local community. During the past year the Gillett Civic Group has conducted a student enrollment survey to estimate the proposed student enrollment of GHA for the 2011 – 2012 school year. **Attachment 6**

The recruitment efforts of the Gillett Civic Group consists of the following components in an effort to reach potential administrators, staff, parents and students alike.

- 1) We have consulted with and received proposals from marketing companies to develop branding, imagery, and marketing materials.
- 2) We will advertise in local newspapers (Arkansas Democrat Gazette, The Daily Leader, the DeWitt Era-Enterprise, the Dumas Clarion, the Lincoln Ledger and the Pine Bluff Commercial).
- 3) We will contact local radio and TV stations to gain public relations through feature stories.
- 4) We propose to utilize billboard advertising in the Delta area upon availability.
- 5) We will post recruitment and enrollment information about GHA on our website ([www.gillettivicgroup.com](http://www.gillettivicgroup.com)) as well as the GHA website.
- 6) We will post flyers where permitted, including local establishments such as restaurants, supermarkets, store fronts, etc.
- 7) We will host community meetings and will attend meetings of other area organizations and events to make announcements and to set up information booths to provide the public with accurate knowledge
- 8) We will enlist supportive corporate citizens as well as supportive parents to help with our recruitment efforts such as handing out flyers and volunteering at information booths.
- 9) The GHA Open House will allow interested parents to tour our facility, meet the founders, administration and staff and to learn about the mission of GHA. We will advertise the Open House in newspapers, flyers and by radio station.

## **12. Job Descriptions of School Director and Other Key Personnel Board Members**

The Gillett Heritage Academy will be led by a Board which governs the school and is responsible for ensuring the school fulfills its mission, is faithful to its charter and remains financially viable. More specifically, the Board will be given the ultimate power of regulating GHA's financial and academic progress. They are accountable for ensuring that all funding used to operate the school is in compliance with the charter and all applicable legal requirements. They will review and approve finances monthly and the overall budget annually. The Board will oversee the functions of the Director to make certain that he is fulfilling his obligations and responsibilities. They will evaluate the performance of the students academically to make certain that we are meeting our goals and fulfilling our mission. It is the responsibility of the Board to monitor the implementation of the education program, policy and regulatory guidance.

All Board members must demonstrate:

- Dedication to furthering the vision and mission of the school
- Expectation that all children can and will realize high levels of academic achievement
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure

- Specific knowledge, experience, and/or interest in at least one element of governance for the School

### **School Director**

The Director of Gillett Heritage Academy shall have at minimum a Master's degree and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications (see requested waivers below), the Gillett Civic Group Board of Directors in selecting a director will look only for the most highly qualified individual to serve in this capacity.

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the Board of Directors. The School Director will have the responsibility of managing the school's daily operations. The School Director will allocate his time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader. The director shall be responsible for hiring all school personnel upon approval of the GHA Board.

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

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

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

#### **Key Qualities:**

- A strong team leader
- Diligent and dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in all subject matters
- Knowledgeable in budgets and finances

- Effective communicator
- High degree of responsibility

## **Principal**

An individual holding a valid Arkansas teacher's license or meeting the criteria for a Highly Qualified Teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The principal will function as the school's instructional leader. The principal is responsible for the oversight of curriculum and the administration of such for Gillett Heritage Academy. This role will set the tone for the entire school. The principal is also responsible for the day-to-day educational function of the school, and reports directly to director. The principal will cope with employee issues and therefore, advise and make recommendations to the director concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the faculty to determine a budget that will provide the greatest benefit for the students. The principal will review the expenses of various operations and grant funds making recommendations to the director on contract awards, spending and various other details. The principal will meet with parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the director.

Teachers and parents can always speak to the principal about leadership, curriculum, professional development, or other operational decisions. The principal will speak to the director concerning these issues, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school - students, parents, and teachers alike. The principal may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making. (Information is included in sections 17 and 19 on school structures that support student and parent involvement.)

### **Key Qualities:**

- Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
- Assists teachers in analyzing classroom and state assessment data to inform instruction
- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others

- Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level
- Assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP) process
- Demonstrates current instructional technology in the classroom and for data analysis
- Provides differentiated assistance to teachers based on individual needs
- Facilitates and participates in district and building level training

The Principal of Gillett Heritage Academy will also serve as an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. He/she is responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of the Principal must always be aligned with the mission, vision, core values and educational program of Gillett Heritage Academy.

### **Core Subject Teacher**

While the school will not require teacher certification on all teachers (see requested waivers below), it is the intent of the school to employ only highly qualified, degreed teachers with exceptional qualities in training, experience and teaching ability. We do understand that waivers cannot be obtained for certain teachers. The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers are required to submit weekly lesson plans to the school director in advance and approach him with any concerns or questions.

In order to maximize the effectiveness of classroom instruction and the school year at large, a substantial amount of time must be spent planning. Teachers at GHA will spend a minimum of two weeks planning and working together to improve the school. This time will consist of planning, curriculum writing, professional development, and team bonding strategies. This work will not cease when the students arrive at school. Teachers will be given planning time each day and must also meet weekly as a group to discuss ways of increasing student achievement.

Teachers are responsible for continually maintaining high expectations and providing opportunities for the students to thrive not only academically, but socially and physically as well. Teachers are responsible for monitoring students during breakfast, homeroom, and independent study times. Teachers are expected to show their support to students constantly, by being available by phone, by providing extra help and consistently contacting parents.

### **Key Qualities:**

- Works well in and contributes to teams
- Diligent and is dedicated

- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in a particular subject matter
- Effective communicator
- Responsible

### **Bookkeeper**

The bookkeeper will have the primary responsibility of running the school's business and financial operations. These responsibilities consist of:

- Preparing and monitoring the school's budget
- Managing cash flow
- Preparing balance sheets and year end statements
- Keeping track of accounts payable and accounts receivable
- Ordering school supplies and materials
- Managing the school's inventories
- Preparing reports for the public
- Preparing and dispersing school publications
- Writing grants
- Managing the school's bank accounts
- Managing individual school accounts
- Analysis of standardized test results
- Vendor relations

The Bookkeeper, however, will do much more than sit in the office all day. This person shall be skilled in the use of APSCN or will take the necessary classes to become skilled in its use, as well as any and all software required for the job. The Bookkeeper is expected to have an interactive role with the students. The Bookkeeper will be responsible, like the teachers, for being available to the needs of the students at all times.

Beyond working with students, the Bookkeeper will work closely with the School Director in community relations. The Bookkeeper will help present fiduciary information to the Board of Directors. The Bookkeeper will also be responsible for the dissemination of mandatory test and school results to both the state and the community. The Bookkeeper will help the School Director serve as a community and district liaison. Often, the Bookkeeper will be a representative of the school when the School Director is unavailable.

Key Qualities:

- Works well in and contributes to teams
- Diligent and dedicated

- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- Knowledgeable in finances and budgets
- Effective communicator
- Highly organized and efficient
- Responsible

### **Custodian**

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

#### **Essential Functions**

- Arranges furnishings and equipment (e.g. desks, chairs, podiums, bleachers, overhead projectors, etc.) for the purpose of providing adequate preparations for meetings, classroom activities and events.
- Attends in-service training (e.g. blood borne pathogens, cleaning solvents, floor care, First Aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Cleans assigned school facilities (e.g. classrooms, offices, gym, restroom, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Evaluates situations (e.g. involving other staff, students, parents, visitors, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive, clean, and safe condition; identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Prepares facilities for daily operations (e.g. opening gates/access doors, disarming security systems, raising flag, providing cross walk signs, etc.) for the purpose of ensuring school facilities are operational and safe for occupancy.

- Prepares reports (e.g. safety hazards, work orders, supply requisitions, etc.) for the purpose of documenting and/or conveying information to other personnel.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functional educational environment.
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.

**Responsibility**

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget and or financial guidelines. Utilization of resources from other work units may be required to perform the job’s functions. There is a continual opportunity to have some impact on the Organization’s services.

All employment opportunities will be subject to appropriate background screening including but not limited to fingerprinting and demographic data collection.

Below is the proposed personnel need for the year 2011-2012

<b>Position</b>	<b>Number</b>
School Director	1
Principal	1
Administrative Secretary	1
Classroom Teachers	16
Special Education/Classroom Teacher	1
Guidance Services/Counselor	1
Nurse	1
Fiscal Services/Bookkeeper	1
Maintenance/Custodian	1
Food service	2
IT Dept./Coordinator	1
Substitutes	2
<b>Total Positions</b>	<b>29</b>

**13. Business Office**

Gillett Heritage Academy will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. We intend to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Director and Bookkeeper to plan a budget that is financially

stable and allocates the appropriate resources to run an effective school. The Board of Directors will approve the budget before it is implemented. Most transactions will then begin with a faculty requisition. The Bookkeeper must check the finances and the School Director must approve the acquisition. All applicable items will be purchased by the following method.

- 1) At least two or more quotations or bid proposals will be obtained on all necessary items (\$500.00 or more)
- 2) All local, state and federal laws will be enforced
- 3) Shipping prices must be confirmed
- 4) Purchase orders will be submitted
- 5) The bookkeeper checks the purchase order against the budget
- 6) The purchase order is sent to the Director for final approval.
- 7) The School Director will sign the checks, and a co-signature will be required for checks over \$3,000.00.
- 8) Financial transactions will be recorded and reflected in reports to the board.
- 9) All inventory and financial records will be kept with APSCN software as required by the state.

The School Director and Bookkeeper will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The School Director will present the proposed budget to the Board of Directors for approval at its regularly scheduled July board meeting.

#### **14. Annual Audit**

Gillett Heritage Academy will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code 6- 1- 1(101).

GHA will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

#### **15. Reporting Education Data**

Gillett Heritage Academy will fully participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, as required. The school will hire a full-time Bookkeeper to work with this data network. Please see section 13 for additional information. APSCN will be used for all educational data as well as financial data.

#### **16. Facilities Description**

The Gillett Civic Group, Inc., the sponsoring entity, has entered into an agreement with Gillett Heritage Academy for the purpose of leasing the proposed facility at the East End of Main Street in Gillett, Arkansas. The Facility Use Agreement and Lease are included. **Attachment 7a and b**

Gillett Heritage Academy will be a new state of the art facility approximately 23,100 square feet that students will be proud to attend. All facilities will meet the

requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. All entry ways, classroom doors, etc. will be handicap accessible. The minimum classroom size will be 25' x 25'. The proposed new facility will educate grades K – 12 and have an initial capacity of approximately 250 students. It will include a 60 x 60 multipurpose room to be used as a cafeteria, auditorium and for physical education. The building site and proposed facility is geographically centered in the community and is within walking distance of many students. As our enrollment increases, we intend to build additional facilities as needed. **Attachment 7c: CAD Drawing of the Facility**

The Gillett Civic Group, Inc. has received secured pledges designated for the construction of the new facility. Ten acres of land will be donated to the Gillett Civic Group, Inc. for the site of the proposed facility upon approval of the charter by the Arkansas State Board of Education. **(Attachment 7d: Facility Site Donation)** We feel that this secured funding and the donation of the 10 acres for the site of Gillett Heritage Academy is a great start toward our goal to build the type of facility needed to produce a quality education for our students and to fulfill the mission of GHA.

Identification of Proposed Facility Owner and Relationship:

The Gillett Civic Group, Inc., as the sponsoring entity, will be the owner of the proposed facility.

- (1) A Board member of the Gillett Civic Group, Inc. is the first cousin to a member of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) There is no relationship between the Gillett Civic Group, Inc. and the employees of the public school district where the proposed open-enrollment public charter school will be located.
- (3) As previously stated the owner of the facility is the Gillett Civic Group, Inc. which is also the eligible entity sponsoring the open-enrollment public charter school.
- (4) The President of the Gillett Civic Group, Inc. is the son of one of the seven Gillett Heritage Academy Board members. There are no other relationships between the Gillett Civic Group, Inc. and the employees, directors or administrators of the proposed open-enrollment public charter school.
- (5) As stated in the attached documents, the facility will meet all federal and state requirements for a school building, including ADA and IDEA.

The local zoning authority has stated that the site may be used for a school.

**Attachment 7e: Zoning Authority**

There are no public locations that sell alcohol within 1,000 feet of the proposed site.

## **17. Student Services**

**Guidance Program:** Counseling and guidance services beyond the capabilities of the faculty and staff of the school will be provided for on a contracted basis with a properly licensed counseling professional until such time as the school can employ a full- or part-time guidance counselor.

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

**Media Center:** It is the intent of the school to use the facilities and collections of the local public library system until such time as the school can develop a library and media center of its own. However the school plans on beginning its own library in the first year and has set aside appropriate funds. **Attachment 8**

**Transportation:** The school does not plan to provide transportation.

**Food Services:** The school intends to participate in the USDA's Child Nutrition Program as administered through the Child Nutrition Unit of the Arkansas Department of Education for all students found eligible, and to make available meals for other students at a reasonable cost through our food service department. The food service department will consist of a food service director and one food service worker. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged.

**Special Education:** The school realizes the importance of adhering to all aspects of IDEA regarding students with special needs. The school will employ a certified special education instructor and will comply with all federal and state regulations concerning IDEA, 504, and IEP implementation. The school gladly accepts the responsibility of educating children with special needs.

**Gifted and Talented Program:** The school believes that all children hold gifts and talents, unique and precious. All students will be challenged to meet their intellectual ability within the instructional program therefore the school will not offer a formal, separate gifted and talented program. **(See Waiver Request)**

## **18. Food Services**

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

## **19. Parental Involvement**

Gillett Heritage Academy is committed to involving each parent as a partner in his or her child's education. Therefore, we have adopted the GHA Family Involvement Plan. **(Attachment 4a)** Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home to school connection which is essential for students to achieve success. There are numerous venues which we will utilize to involve families on an ongoing basis, including but not limited to:

- A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- Home visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An Annual Orientation provides a forum for families to learn about the school's academic program, tour the school facility and receive the *Student Handbook*. All new students, families and staff participate in an orientation to welcome them to the community.
- Weekly communication from both the school leaders and classroom teachers will provide ongoing updates on school events, classroom instruction and individual student progress.
- Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.
- Quarterly Family - Student - Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the school board, volunteer in the school and organize school events.

## **SCHOOL-PARENT-STUDENT COMMITMENT**

*Gillett Heritage Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and the students of Gillett Heritage Academy, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for excellence in academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards and engage in youth entrepreneurship.*

***This school-parent-student commitment will be in effect during school year 2011-2012.***

**Gillett Heritage Academy will:**

**1. Provide high-quality curriculum and instruction in a supportive, safe and effective learning environment that enables the participating children to meet the State's student academic achievement standards as well as utilize a unique learning opportunity that teaches entrepreneurial skills as follows:**

*All students who attend the Gillett Heritage Academy must be committed to educational excellence and their parents or guardians must also commit to involvement in the student's education.*

*We use the ADE curriculum frameworks just like all other public schools. Our curriculum is based on a vertical alignment and a horizontal (grade level) alignment so that the student can advance beyond normal bounds. Students who complete their education here will be ready for college level work and will possess entrepreneurship skills needed to be successful business leaders in today's global economy.*

*The class size is kept small so that no child will be left behind. The classes average about 18 students. We also utilize the most up to date software and technology for all classes.*

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

**Specifically, those conferences will be held:**

***October 24<sup>th</sup>, 2011 and March 12<sup>th</sup>, 2012.***

**3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

*Daily homework and tests results.*

*Weekly portfolio reports will be sent to the parents/guardians for examination and signature.*

*Report cards will be distributed at the end of each nine weeks and parent will be required to sign their child's class agenda daily.*

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Staff will be available Monday through Friday or during their prep period by appointment. Appointments should be made through the school office for proper scheduling.*

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*Parents may sign up in the school office to volunteer and will be notified of volunteer opportunities through parent notices.*

*Parents are invited and encouraged to be a part of the Parent/Teacher Organization of the school which meets once a month. (Additional parent involvement is shown through our Family Involvement Plan – Attachment 4a.)*

**Parent Responsibilities**

**We, as parents, will support our children's learning and fulfill the mission of GHA in the following ways:**

- *We will make sure our child arrives at school on time.*
- *We will make sure our child comes to school every day unless excused.*
- *We will make arrangements for our child to attend after-school activities as designated and make appropriate transportation arrangements.*
- *Making sure that homework is completed.*
- *We will examine and sign our child's weekly progress report.*
- *We will volunteer in our child's classroom.*
- *We will participate, as appropriate, in decisions relating to our children's education.*
- *We will promote positive use of our child's extracurricular time.*
- *We understand that our child must follow the Gillett Heritage Academy's rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.*
- *We will stay informed about our child's education and communicate with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.*
- *We will read and we do approve of the rules and guidelines in the school handbook.*
- *We will serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

**Student Responsibilities**

**I, as a Gillett Heritage Academy student, will share the responsibility to improve my academic achievement and achieve the State's high standards and fulfill the mission of my school. Specifically, I will:**

- *Arrive at school every day on time.*
- *Come to school every day unless excused.*
- *Attend after-school activities as designated.*
- *I will read and I do approve of the rules and guidelines in the school handbook.*
- *Always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.*
- *Always make myself available to parents and teachers, and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.*
- *Always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my classmates and give everyone my respect.*
- *Be responsible for my own behavior, and I will follow the teachers' directions at all times.*
- *I will be courteous to all people at the Gillett Heritage Academy.*

## **School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards and to fulfill our mission, Gillett Heritage Academy will:

- *Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.*
- *Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.*
- *Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.*
- *Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*
- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so*

*that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*

- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

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School Official

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Parent(s)

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Student

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Date

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Date

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Date

## **20. Exemptions from Provisions of Title 6**

In order to implement Gillett Heritage Academy's program fully and effectively we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the Academy with the following waivers:

- We request a waiver from 6-2-17, Subchapter 3 (301) (d), 6-17-309. Employment of Certified Personnel. We request this waiver because part of the strength and promise of a charter school is that it can "operate independently of the existing structure of local school districts." Our autonomy is crucial to implement the program we have designed and to inspire educational professionals to dedicate themselves to the work of teaching children and to execute at a level not yet seen in many K-12 settings. Our staff and board need the flexibility to offer the raises and salaries they see fit, adhering to the school's compensation policy and all relevant laws ensuring non-discrimination, so that they can recruit, promote, and retain the most talented staff possible. We ask not to be limited to only 7.5% raises and to be

exempt from having to petition the state board to go above this number if the situation, market, and employee's performance warrant such a raise.

- We request a waiver from 6-2-17, Subchapter 4 (401), or 6-17-401. Teacher's license requirements. This part of the law requires all teachers to be licensed in order to teach and to be paid. Gillett Heritage Academy requests this waiver because we seek to provide a unique program. Finding teachers who are passionate about their teaching and who have deep knowledge of how to teach core subjects, language, arts and entrepreneurship who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have their experience in a private school or have taken some non-traditional path to the classroom. All of our teachers will be Highly Qualified and will need to meet specific and rigorous network hiring standards. However, within those requirements, we want our principal to be able to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license.
- We request a waiver from 6-2-17, Subchapter 7 (702) (a) (1) (A), or 6-17-702(a) (1) (A). Staff development sessions. If this would allow any teacher to attend professional development sessions against the wishes of the principal, we request a waiver. Gillett Heritage Academy has developed a carefully planned professional development calendar that dovetails with our educational model. The principal and director plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the principal may decide, with input from teachers, to use external professional development to support a teacher. But we believe that this decision must ultimately be the principal's, since he or she is the one who is most accountable for each teacher's effectiveness and results.
- We request a waiver from 6-2-17, Subchapter 9 6-17-919. Warrants void without valid certificate and contract. Arkansas requires a teacher to be certified and under contract in order for his or her pay warrant to be valid.
  - (a) All warrants issued in payment of teachers' salaries are void unless:
    - (1) (A) The teacher is licensed....in the State of Arkansas....or
    - (B) The public school district employing the teacher has other documentation from the Office of Professional licensure of the Department of Education authorizing employment of the teacher under the conditions set forth by the department in the documentation;
    - (2) The teacher has been employed by a valid written contract; and
    - (3) Copies of such contract are on file in the office of the county treasurer or the school district treasurer if the school district has its own treasurer.

Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from this requirement so we are able to legally pay our faculty.

- We request a waiver from 6-2-17, Subchapter 24(2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use a compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and maintenance for our facility, we must be quite conservative in our budgeting.
- 10.02 CLASS SIZE AND TEACHING LOAD. We believe there is evidence based research of the benefits to reduce class size. This waiver will allow for the flexibility needed to coordinate staff with the needs of the students.
- 15-03-1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law. We requested a waiver from the law which requires teachers to be licensed in Arkansas, stating that we would instead hire only teachers who met federal HQT standards, adhered to high hiring standards, and who were particularly well qualified to excel in our program. We need the flexibility to find the best possible teachers, regardless of the specifics of their licensure status. Our board must have the autonomy to find the ideal administration, and that administration must be able to assemble a top-notch staff without only recruiting from the pool of candidates who are licensed in Arkansas. Working artists, foreign language speakers, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.
- 16-02-3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years.
- 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. GHA is committed to providing support for gifted/talented and academically advanced students. Our educational program design is supportive of this population. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students in either of our educational models. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school- usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the

learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher, and we do not plan to develop a full program for these students, given our small size. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

- The following are waivers that we request because a charter school is unique in its makeup and characteristics. These waivers will allow us to spend more time on tasks and utilize the school budget to its maximum.

6-10-106 Uniform dates for beginning and ending of school year.

6-15-902 Grading scale - Exemptions - Special education classes. The school requests to remain as flexible as possible in this area.

6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.

6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies curriculum.

6-17-111 Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

6-17-203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.

6-17-302 Public school principals. The school wishes to employ school leaders especially trained regardless of certifications.

6-17-401 Teacher license requirement. As above the school requests to not be required to employ only licensed teachers.

6-17-418 Teacher certification - Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.

6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive.

6-17-908 Teacher Salary Fund. As the school could employ non-certified teachers it requests to be exempt from this restriction on the Teacher Salary Fund.

6-17-919 Warrants void without certification: As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.

6-17-920 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.

6-17-1001 Minimum base salary - Master's degree. The proposed salary

schedule will exceed the Arkansas minimum salary schedules for all classifications.

6-17 -1002 Salary amount - Annual Review. The proposed GHA salary schedule will continue to meet or exceed state salary schedules for like positions.

6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at -will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-18-508 Alternative learning environment. The school will provide other alternatives when appropriate.

- State Board Rules and Regulations Waivers Requested  
Teacher Education and Licensure. The school requests the ability to employ teachers that do not have state licensure.  
Certified Staff Salary Schedules. The GHA salary schedules exceed all state schedules for like positions.  
Waivers of Minimum Salaries for Certified Personnel. The GHA salary schedules exceed all state schedules for like positions.  
Expenditure Requirements by Arkansas Schools. Categories and formulae will not be applicable to the school.  
Minimum Schoolhouse Construction. The school would like flexibility as facilities decisions are being made.  
Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.  
Waivers of Earning Limitations under the Teacher Retirement System. The school may need to employ retired teachers in high need areas.
- Standards of Accreditation Waivers Requested  
V. B. #4 and #5. The school will employ a variety of instructional arrangements that could at times exceed the limits listed here.  
XI. A. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios. Support services will be contracted rather than staffed due to size. 16.01XIA (3) Guidance and counseling will be handled by professional teachers and administration due to number of students on campus.  
XI. B. As the school is starting as a small school, library access will be through the local public library. However, the school will have a library of its own.  
XII. The school will not offer a separate GT program, but will integrate appropriate services within its extended day to meet all individual academic needs.  
15.01XA, 15.02XB The school will hire an executive director and a principal.

## 21. Potential Impact on Surrounding Districts

Gillett Heritage Academy is a public, open-enrollment charter school created to bring excellent educational opportunities to all children regardless of race, religion, or socioeconomic condition. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that may draw students from anywhere in the state. The beginning enrollment is expected to be 210 students with the same racial make-up as DeWitt schools. At full enrollment the school will reach 450 students. The impact appears to be very small on all schools but DeWitt School District.

<u>School District Affected</u>	<u>Number of expected students to enroll at GHA</u>	<u>Current Enrollment</u>	<u>Affected Enrollment</u>
DeWitt School District	<b>100</b>	<b>1450</b>	<b>6.6%</b>
*Gillett School Elem. Campus	<b>60</b>	<b>78 *of the 1450</b>	<b>77%</b>
Dumas School District	<b>50</b>	<b>1578</b>	<b>2.8%</b>
Stuttgart School District	<b>0</b>	<b>1808</b>	<b>0</b>

***All statistics and numbers were gathered from the Arkansas School Performance Reports through the Normes Website.***

***Reference:*** <http://normessasweb.uark.edu>