



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 Open-Enrollment Public Charter School Application

Submission Deadline: Monday, June 1, 2020 at 5:00 p.m.
Applications will not be accepted after this time.



Diamond Cut Performing Arts Academy

Name of the Proposed Charter

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

Division of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Name of Primary Contact for the Application	Dr. Anthony D. Bland
Address	4804 Timberland Drive
City, Zip	Little Rock, 72204
Phone	(501) 240-0048
Email	adbfound@gmail.com

General Information

Name of Proposed Charter School: Diamond Cut Performing Arts Academy

Grade Level(s) for the School: 7-12

Student Enrollment Cap: 600 first year

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grades to be Offered at the Charter	7-12	7-12	7-12	7-12	7-12
Enrollment Cap at the Charter	600	700	800	900	1000

Name of Sponsoring Entity: Doctor Anthony Dwayne Bland Foundation, Incorporated

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Accreditation Status

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

☐ A public institution of higher education

☐ A private nonsectarian institution of higher education;

☐ 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. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Charter Site Address	600 Colonel Glenn Plaza Loop
City	Little Rock
Zip	72210
Date of Proposed Opening	08/2021
Chief Operating Officer	TBD
Title	TBD
Phone	TBD
School district where charter will be located	Little Rock School District
Population of District	25,685
List the district from which the charter school expects to draw students	Little Rock School District, Pulaski County Special School District, North Little Rock School District, Jacksonville-North Pulaski School District, Bryant School District, and Benton School District

1. Describe the geographical area to be served by the charter.

Diamond Cut Performing Arts Academy will be located within the city limits of Little Rock, Arkansas, in Pulaski County. The focus of the campus will be to reach students in the community through the Performing Arts. The effect on enrollment for surrounding school districts will be minimal as Diamond Cut Performing Arts Academy will primarily be composed of students pursuing a specific performing art. However, as an open-enrollment public charter school, any eligible student from the community who decides to enroll at Diamond Cut Performing Arts Academy may do so. It is expected that at capacity, approximately 200 students will come from Little Rock School District. We may also draw students residing within the boundaries of the following contiguous school districts; North Little Rock School District, Jacksonville-North Pulaski School District, Pulaski County Special School District, Bryant School District, and Benton School District. In the first year, approximately 100 students are anticipated to come from the Little Rock School District and approximately 100 students from each of the other contiguous school districts.

2. Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Identify any family or financial relationship which may exist between the individual and:

- (A) Any other individual specifically identified by name in Section A of the application;**
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or**
- (C) The owner(s) of the facilities to be used.**

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

Individuals Involved in the Organization or Design of the Charter and/or the Application Process

[illegible]

3. For every individual identified above, identify any family or financial relationship which may exist between that individual or entity if he or she:
- a. Receives compensation or benefits directly or indirectly from the entity or individual;
 - b. Is an officer, director, partner, employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC; and/or
 - c. Has a family member (spouse, sibling, parent, child or the spouse employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC.

N/A

4. Provide the mission statement of the proposed school.

The mission of Diamond Cut Performing Arts Academy Open-Enrollment Public Charter School is to provide opportunities in the performing arts and enrich the lives of students academically and their lifelong ambitions.

5. Explain how the mission statement was developed.

The development of the mission statement was achieved through the collaborate efforts of various stakeholders including Dr Anthony D. Bland Foundation, Inc., Diamond Cut Performing Arts Academy Community Advisory Board Members, parents, staff and community members. The focus of the Dr. Anthony D. Bland Foundation, Inc. mission statement and more specifically the Diamond Cut Performing Arts Academy mission is to educate students in an environment of independent and guided learning that provides a certitude through artistic and educational options for today's youth. This mission statement will be molded and refined to continually reflect the vision and goals to educate students. The mission statement will be reviewed at least once a year by the community advisory board and educational leaders to keep it accurate and relevant. This continual process will allow us to mold a mission statement that is reflective of both Dr. Anthony D. Bland Foundation, Inc. and Diamond Cut Performing Arts Academy.

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

The key programmatic features that the school will implement in order to accomplish the mission are Music, Dance, Theatre, Fine Arts, and Drama. The school will also offer all core courses required by Arkansas State Law. As students grow in skill, they will advance from beginner, to intermediate, to advance in the various performing arts programs. The Diamond Cut Performing Arts Academy model brings the portion of

our mission statement “Provides CERTITUDE to students” alive. Personalized learning is at the forefront of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, individualized learning plans, extended day services and exposure to college campuses, Diamond Cut Performing Arts Academy is committed to assisting students in accomplishing not only their goals but their dreams. Diamond Cut Performing Arts Academy will strive to employ committed adults that approach their job with passion and work every day to make a difference in their students. Diamond Cut Performing Arts Academy is unique and therefore the staff must think outside the box to serve our students and community. Diamond Cut Performing Arts Academy staff will work as a collaborative team in order to meet individual student needs. Diamond Cut Performing Arts Academy will routinely reexamine the mission and put protocols in place to ensure each student that graduates from Diamond Cut Performing Arts Academy, will leave with a post-secondary plan.

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

Diamond Cut Performing Arts Academy believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Executive Director, Campus Director, and Assistant Campus Director’s, with support from the Diamond Cut Performing Arts Academy Community Advisory Board, will develop a Community Advisory Council (“CAC”) for the following purposes:

- A. Provide ongoing input and participation in the operation of Diamond Cut Performing Arts Academy.
- B. Review Diamond Cut Performing Arts Academy 's policies to ensure consistency with the school's mission.
- C. Make recommendations on policy issues to the Diamond Cut Performing Arts Academy Community Advisory Board.
- D. Assist in developing long-range strategic plans for Diamond Cut Performing Arts Academy.
- E. Review and make recommendations for performance standards to measure Diamond Cut Performing Arts Academy ’s success.

The CAC serves as a site-based participant in assisting the Campus Director to conduct an effective and appropriate learning program for each student in Diamond Cut Performing Arts Academy. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Diamond Cut Performing Arts Academy but serve as invaluable problem-solving advisors in assisting the Campus Director and the Board in conducting a high-quality and appropriate learning program for the students. The CAC will seek two student volunteers, two volunteer parents/guardians of Diamond Cut Performing Arts

Academy students, two staff members, and two community leaders. The CAC will meet quarterly and will provide input to the Board. Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include but not limited to:

- A. Encouraging parents/guardians to serve as school volunteers.
- B. Promoting and strengthening parental responsibility and involvement.
- C. Encouraging parents/guardians to serve on school-based committees such as the CAC.
- D. Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

8. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school.

Dr. Anthony D. Bland Foundation, Inc. / Diamond Cut Performing Arts Academy held three public informational hearings for the community of Little Rock. The public hearings took place on May 08, 2020, May 15, 2020, and May 22, 2020 on the conferencing platform Zoom. These meetings were held on Zoom, due to the COVID-19 social distancing regulations. Each meeting was scheduled to begin at 6:00pm. A presentation was prepared by Dr. Anthony D. Bland Foundation, Inc. representatives, Dr. Anthony D. Bland Foundation, Inc. Founder/Chief Executive Officer, Dr. Anthony D. Bland, Campus Director, Kelan Watson, Chief Finance Officer, Ruth Chelagate to give the community more insight into Dr. Anthony D. Bland Foundation, Inc. and the Diamond Cut Performing Arts Academy model.

Listed below are some responses from five different attendees of those meetings:

Attendee 1 Statement:

This school will create well rounded confident students. It is quickly becoming more common that young people can't or won't speak on the phone, because it is an unprepared conversation that takes them way out of their comfort zones. With the boom in online services, you can order food, book taxis or have medical consultations without uttering a word. With the addition of reduced arts classes in schools, children are not exposed to the vital skills they will need in later life. Performing arts help encourage children's confidence which has real-life uses such as presentations in meetings, in job interviews or even just to be able to talk to someone in person.

Attendee 2 Statement:

This school will teach students how to cope with constructive criticism. No one is perfect, a fact that some children find hard to understand. Being overlooked or told they are wrong can have a huge impact on a child's confidence, but in performing arts, receiving constructive criticism can be a regular occurrence. At Diamond Cut Performing Arts Academy students will be offered a safe environment where they are taught how to give and receive feedback, developing resilience in children which they

will benefit from through all stages of their lives. Whether it be missing a note or forgetting their steps in a dance routine, they learn that it's okay to make mistakes and learn from them. It will also teach them to never give up, even when they fail or feel like they aren't improving. Children will be encouraged to flourish and grow.

Attendee 3 Statement:

I believe my child will benefit from attending this school, because of the discipline and determination that will be taught. The majority of performers have become who they are through hours and hours of practice and dedication – after all, practice makes perfect. Often practice is overlooked, and success is put down to natural talent you are born with, but learning perseverance and self-worth teaches children to be confident walking through life. Through performing arts children learn discipline as they must set aside time to practice their skills, I believe that Diamond Cut Performing Arts Academy will teach students to learn to constantly develop new skills and abilities to improve their skills further. Auditions, job interviews or and presentations at work can be a scary process, but Diamond Cut Performing Arts Academy will teach students to never give up and to believe in themselves.

Attendee 4 Statement:

I like that students will be given the ability to communicate and taught to try. In the Performing Arts I believe there are no wrong answers. In core subjects such as math, science, or languages there are clear right and wrong answers. The pressure of tests and grades can be very stressful and have a negative impact on a child's mental health. Performing arts is subjective, relieving the pressure of right and wrong, giving children the confidence and freedom to be themselves without the pressure or fear of doing it wrong. Students develop their ability to overcome anxiety in these situations and build the bravery their parents want them to have.

Attendee 5 Statement:

I like the idea that my child will receive exercise and get fitter and let off steam. Dancing is bound to get my child fit and active in no time at all but acting and singing can burn off a lot of energy too. This increased activity can make a momentous difference to some children. All forms of performing arts allow kids to express any pent-up emotions they might be feeling. Perhaps they're getting bullied at school or maybe they've fallen out with a friend. No matter what they're going through, they can demonstrate their anger and frustration through their performance, in a safe, non-critical environment. Letting off steam in this fashion is good for their mental health, as they won't be bottling up emotions.

Additional public meetings will be held in the summer prior to the 2021-2022 school year.

- 9. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and**

community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

- a. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
- b. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
- c. Explain how and to what extent the school's leadership will be accountable to parents.
- d. Describe the plan for providing school board members with continuous professional development.

Question: What is the background of the Dr. Anthony Bland Foundation and what experience does the foundation have in operating a school?

This will be the first endeavor for establishing a performing arts High School. The Dr. Anthony D. Bland Foundation, Inc. has supported performing arts institutions since 2013 however, this will be the first time establishing our own institution. We have several well-established supporters and donors ready to support and guide us along this journey.

The governing structure of Diamond Cut Performing Arts Academy is illustrated as follows: (1) Dr. Anthony D. Bland Foundation, Inc. Board of Directors, Diamond Cut Performing Arts Academy Community Advisory Board, (3) Executive Director, (4) Campus Director, (5) Assistant Campus Directors, (6) Department Directors (Arts and Academic), and (6) Teachers/Paraprofessionals.

Dr. Anthony D. Bland Foundation, Inc. Board

The Dr. Anthony D. Bland Foundation, Inc. Board of Directors will serve as the ultimate governing authority of Diamond Cut Performing Arts Academy and shall, except as specifically described herein, retain final decision-making authority for Diamond Cut Performing Arts Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Executive Director. The Dr. Anthony D. Bland Foundation, Inc. Board shall be composed of not less than seven (7) members selected by the majority vote of the existing members of the Dr. Anthony D. Bland Foundation, Inc. Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is

removed by the Dr. Anthony D. Bland Foundation, Inc. Board. Each member may be reelected an unlimited number of times.

Diamond Cut Performing Arts Academy Community Advisory Board

The Diamond Cut Performing Arts Academy Community Advisory Board shall have final decision-making authority for Diamond Cut Performing Arts Academy in those areas delegated to it by the Dr. Anthony D. Bland Foundation, Inc. Board. Areas may include but not limited to: (1) Student discipline, (2) Employee grievances, (3) Budget development and approval, (4) Parent grievances, and (5) Community complaints/concerns. The Diamond Cut Performing Arts Academy Community Advisory Board shall be composed of not less than four (4) members selected by majority vote of the Dr. Anthony D. Bland Foundation, Inc. Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the Dr. Anthony D. Bland Foundation, Inc. Board. Each member may be reelected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with perspective board members. A small committee of no more than three members one of which must be the Executive Director will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the current Diamond Cut Performing Arts Academy board members. After the interviews the board will nominate and approve the new member. Once the Diamond Cut Performing Arts Academy board approves the candidate the local board candidate will be approved by the Dr. Anthony D. Bland Foundation, Inc. Board. Once the approval process is complete the new board member can begin serving on the Diamond Cut Performing Arts Academy Community Advisory Board.

Planned Relationship between the Dr. Anthony D. Bland Foundation, Inc. Board and the Diamond Cut Performing Arts Academy Community Advisory Board

As noted above the Dr. Anthony D. Bland Foundation, Inc. board shall have final decision-making authority for Diamond Cut Performing Arts Academy. The Dr. Anthony D. Bland Foundation, Inc. Board and the Diamond Cut Performing Arts Academy Board will be comprised of different members. The Dr. Anthony D. Bland Foundation, Inc. board will have the authority to appoint and remove members of the Diamond Cut Performing Arts Academy Community Advisory Board. The Dr. Anthony D. Bland Foundation, Inc. board may delegate final decision-making authority as it deems necessary to the Diamond Cut Performing Arts Academy Community Advisory Board. The Diamond Cut Performing Arts Academy Community Advisory Board is comprised of four members representing the local community.

Governing Board's Roles and Responsibilities

Dr. Anthony D. Bland Foundation, Inc. Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Diamond Cut Performing Arts Academy Community Advisory Board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Diamond Cut Performing Arts Academy will be under the overall management and control of the Dr. Anthony D. Bland Foundation, Inc. Board, which will work closely with the Diamond Cut Performing Arts Academy Community Advisory Board, school executive director and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The Dr. Anthony D. Bland Foundation, Inc. Board will focus on policy issues and will entrust the day-to-day management of the school to the executive director and campus director, the campus director will be accountable to the executive director and Diamond Cut Performing Arts Academy Community Advisory Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the Dr. Anthony D. Bland Foundation, Inc. Board include the following:

1. The Board as a corporate body has the power and duty to govern and oversee the management of Diamond Cut Performing Arts Academy;
2. The Board shall determine the organization and support the mission of Diamond Cut Performing Arts Academy;
3. The Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. The Board shall set policies for Diamond Cut Performing Arts Academy 's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. The Board shall approve an official budget to operate Diamond Cut Performing Arts Academy, while maintaining fiscal responsibility;
6. The Board shall establish Diamond Cut Performing Arts Academy 's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. The Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;

8. The Board shall ensure that Diamond Cut Performing Arts Academy's fiscal operations satisfy generally accepted accounting standards of fiscal management;

9. The Board shall ensure that Dr. Anthony D. Bland Foundation, Inc. remains in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code;

10. The Board shall approve and ratify all contracts;

11. The Board shall adopt an annual budget for Diamond Cut Performing Arts Academy and shall regularly review financial statements;

12. The Board shall ensure that Diamond Cut Performing Arts Academy maintains adequate resources for school activities; and

13. The Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the executive director.

Policies and Procedures for Board Operation

The Board will function according to existing Dr. Anthony D. Bland Foundation, Inc. by-laws.

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

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Diamond Cut Performing Arts Academy student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Diamond Cut Performing Arts Academy, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

Describe the plan for providing school board members with continuous professional development.

All board members will be monitored by the Dr. Anthony D. Bland Foundation, Inc. Program Director to ensure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the

Director of Programs. This information will be reflected in the minutes of each meeting.

10. Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

According to the National Center for Educational Statistics (2018), the four-year adjusted cohort graduation rate in the United States was 84.1% in the 2015-2016 school year. While graduation rates have gradually increased since 2011 (79%), gaps based upon race persist (NCES, 2018), as represented by respective rates for White (88.3%), Hispanic (79.3%), and African American (76.4%) students. Similarly, graduation rates of economically disadvantaged students (77.6%) fall 6.5 points below overall average. From the same report (NCES, 2018), Arkansas posted an overall adjusted cohort graduation rate of 87%, with less pronounced gaps, including White (89.2%), Hispanic (85.7%), and African American (81.5%).

Diamond Cut Performing Arts Academy will be located within the attendance boundaries of formerly J.A. Fair High School. According to the Arkansas Department of Education (2018), 4 year graduation rate 70.6 %, Low Income students 86%, Students Eligible to Receive Special Education 15%, 4 year graduation rate for African Americans 76.8 %, Four-Year Graduation Rate Hispanic 46.2%, Four-Year Graduation Rate Caucasian 40.0%, Four-Year Graduation Rate Economically Disadvantaged 72.3%, Four-Year Graduation Rate Students with Disabilities 72.7%, Four-Year Graduation Rate Current English Learners (EL) 45.0 %, Four-Year Graduation Rate Gifted and Talented N<10, Four-Year Graduation Rate Female Students 80.3 %, Four-Year Graduation Rate Male Students 61.2 %, Four-Year Graduation Rate Migrant N<10. As stated by the Michigan Art Education Association, Students excited by school stay in school. Students who participate in the arts, both in school and after school, demonstrate improved academic performance and lower dropout rates. Students with an education rich in the arts have historically earned higher grade point averages and scored higher on the SAT than students without arts education. The more years of arts students take, the higher their SAT scores on average. These gains hold true regardless of socioeconomic status, which means that where at-risk students are getting arts education, it is helping to close the achievement gap. Low-income students who are highly engaged in the arts are more likely than their peers with low arts involvement to have obtained gainful employment, completed college, and volunteered in their communities. According to Michigan Art Education Association School Superintendents as well as business leaders were asked how to ensure the children of today will be successful members of the workforce tomorrow. Seventy-two percent of business leaders said creativity was the number one skill they look for when hiring. Yet many of the courses that help develop the creative skills employers seek aren't required in high school.

According to Ou and Reynolds (2010), the cost of high school dropouts in the United States exceeds one billion dollars per year. Similarly, Rouse (2007) reported that median income of a high school dropouts was approximately \$26,000, while those with a high school diploma earned roughly \$46,000. Expressed over a lifetime, the relative earnings represent a loss of \$680,000 for those who failed to graduate from high school (Rouse, 2007). Belfield and Levin (2007) calculated that a single high school dropout represents economic costs of \$260,000 over a lifetime in terms of potential tax revenue, medical costs, costs of crime, and dependence on the welfare system.

Diamond Cut Performing Arts Academy will have an ethnically diverse student population, Diamond Cut Performing Arts Academy will serve a relatively high proportion of at-risk students (89.2%), far exceeding the 75% threshold to be designated as Alternative Education Accountability. Our goal for students at Diamond Cut Performing Arts Academy is to provide them with the tools needed to be competitive, in terms of academic achievement, the performing arts, and graduation.

The Diamond Cut Performing Arts Academy learning system will have a theoretical grounding in self-determination theory (Deci & Ryan, 1985). This meta-theory of motivation posits three basic human needs, including autonomy, competence and relatedness, all of which must be satisfied to ensure quality motivation. This theory is particularly appropriate for the credit recovery context because programs of this nature encourage students to take ownership of their learning in the form of autonomous regulation. Recognizing students may come to us in a fragile state due to lack of success in the traditional school setting, Diamond Cut Performing Arts Academy seek to provide success early and often, enhancing self-efficacy beliefs and feelings of competence. Finally, Diamond Cut Performing Arts Academy represent relatively small learning environments, allowing for supportive relationships with teachers and fellow students crucial elements of our learning system. We seek to fill a need within the Little Rock area, particularly for students who have traditionally struggled academically. Diamond Cut Performing Arts Academy balance individualized instruction with a system of structure and predictability, providing an educational choice for this unique student population whose academic accomplishments often resist measurement.

References

Arkansas Department of Education (2018) <http://www.arkansased.gov/>

<https://www.miarted.org/pdf/AFTA-Arts-Education-Navigator-Facts-Figures.pdf>

Belfield, C. R., & Levin, H. M. (2007). The education attainment gap: Who's affected, how much, and why it matters. In Belfield C. & Levin H. (Eds.), *The price we pay: Economic and social consequences of inadequate education* (pp. 1-18). Washington, D.C.: Brookings Institution Press. Retrieved from <http://www.jstor.org/stable/10.7864/j.ctt126269.4>

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.

National Center for Educational Statistics (2018)

https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2015-16.asp

Ou, S., & Reynolds, A. J. (2010). Grade retention, postsecondary education, and public aid receipt. *Educational Evaluation and Policy Analysis*, 32(1), 118-139. <https://doi.org/10.3102/0162373709354334>

Rouse, C. E. (2007). Quantifying the costs of inadequate education: Consequences of the labor market. In C.R. Belfield and H.M. Levin (Eds.), *The Price We Pay: Economic and Social Consequences of Inadequate Education* (pp. 99 -124). Washington, DC: Brookings Institution Press.

11. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

The distinguishing characteristics of the academic program at Diamond Cut Performing Arts Academy will include serving grades 7-12 utilizing personalized and self-directed curriculum options. Using the performing arts, emergent technology, along with highly qualified educators will be emphasized in every classroom at Diamond Cut Performing Arts Academy. Every class, will utilize an area of the performing arts to educate students. The following is an example of the innovations that will distinguish Diamond Cut Performing Arts Academy from other schools in the geographical area to be served by the charter:

Drama

Core Curricular Areas

Acting – Acting is the core element of the curriculum and all Acting Studio classes develop students' understanding of the Stanislavski technique. Students are also introduced to Meisner, Stella Adler, and the Michael Chekhov Techniques. Students must complete and pass the full-year course of Acting in order to be promoted to the next year's level.

Physical Techniques and Dance – Physical Techniques and Dance offers a series of exercises adapted from various styles of dance and theater movement that are natural to all body types and designed to facilitate the execution of specific actions that require increased range of motion, considerable strength and moderate coordination. Classes may include Ballet, Tap, Modern, Jazz, Yoga, Pilates, Alexander Technique, Mime, Stage Combat, Viewpoints, and Physical Theater.

Theater Survey (Theater History, Play Analysis, and Film Study) – through the study of Theatre and film history as well as the study and analysis of seminal plays from the Greeks through today, students are introduced to the elements of Dramatic Structure, theatrical and film genres, Theatre and film theory.

Voice and Diction – Voice and Diction training gives the actor an instrument capable of producing and projecting sound in a healthy manner, and the ability to articulate clearly in performance. Classes focus on Projection, Diction, IPA, Breath Support, Vocal Anatomy, and Standard American Speech, including voice over, accent work and working with heightened language.

Career and Financial Management – Career readiness classes are designed to prepare graduating seniors for the professional world. Classes include: Acting for the Camera, Career Management, Video Production, Screenwriting, Audition Technique, and Musical Theatre.

Course Offerings

All of the following courses are required and sequential. Active and consistent participation in class-work is essential for the completion of each course. Most courses require performance projects as well as written research/analytical assignments or projects.

Note: After-school rehearsals are required for all performance classes.

Grade 7

Foundations of Drama I

1. Demonstrate the difference between presentational and representational styles of acting.
2. Use contextual clues to make informed choices about a character's intentions and demonstrate several different viable physical, emotional, and vocal performance options that are supported by the text in live performances or recorded venues.
3. Read a scene and compile a list of character objectives. Identify the tactics the characters undertake in order to try and achieve those objectives. Apply these observations to a live performance of the scene.
4. Examine the different responsibilities of theatrical designers (e.g., set designer, lighting designer, sound designer, costume and makeup designer.) and discuss how the designers work collaboratively with each other and the director to bring the directors vision to life.

Grade 8

Foundations of Drama II

1. Break down a short play or an Act of a play into French Scenes. Analyze the French Scenes for character objectives, tactics and subtext. Use the script analysis to make informed choices in the portrayal of multidimensional characters. Demonstrate several ways a scene could be played that are supported by the script.
2. Define three types of stages: proscenium, thrust, and arena by drawing diagrams of each, and describe pros and cons for both the actors, designers, directors and audience members specific to each of these types of theatre spaces.
3. Choose an area of interest in theatre design and production (e.g., sets, props,

lights, sound, costume or makeup) and work in that capacity for a class produced scene or one-act.

Grade 9

Acting 1 and 2 – Students explore and develop their instruments. They learn basic acting technique, beginning with work on self, characters that are close to self, and building an ensemble. Students present scene work within the department.

Dance 1 and 2 – Introduces a basic vocabulary of movement and begins to explore range of motion, body rhythm, and basic technique with a focus on ensemble.

Theater Survey 1 and 2 – Theater Survey is a one-year course exploring the origins of theater, beginning with the Ancient Greeks and concluding with the beginnings of Modern Drama and Realism. Students will identify major theater artists, staging practices, performance events and theatrical forms, exploring how Theater supports, reflects, and changes our culture and society. Included in Survey is an overview of World Theater.

Voice and Diction 1 and 2 – This class focuses on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement and breathing, ear training, support and projection in voice production. Students are introduced to phonetics and the International Phonetic Alphabet (IPA) as a tool. Included in Voice and Diction are classes in Yoga, Pilates, Alexander Technique, relaxation and focus techniques, and Physical and Vocal Improvisation.

Grade 10

Acting 3 and 4 – Students continue to explore and develop their acting technique. Students present scene work within the department.

Dance 3 and 4 – Beginning jazz and tap dance. Students present dance combinations and routines that make them aware of their own performance in relation to that of the rest of the group.

Physical Theater 1 and 2 – Students develop technique and physical freedom through exploration of skills in hand-to-hand stage combat, self-defense, mime, juggling, acrobatics, and relaxation exercises, as well as period styles ranging from Kabuki to Shakespeare.

Play Analysis 1 and 2 – In this course students will study and analyze seminal plays, themes and theatrical styles of the 19th-21st Centuries, focusing on elements such as structure, character, language, cultural context, and larger social significance.

Voice and Diction 3 and 4 – Students create an Individualized Speech and Voice Plan (ISVP) focusing on their own unique challenges and goals. Students are introduced to recording techniques, to IPA transcription and to American Standard Speech (to expand their character options in addition to working on clarity of speech when approaching their own regionalisms). Included in Voice and Diction are classes in Yoga, Pilates, Alexander Technique, relaxation and focus techniques, and Physical and Vocal Improvisation.

Improvisation 1 and 2 – Actors practice and learn basic improvisational skills through short form exercises, games, and activities with a focus on playing in the moment, building story, and operating on impulses.

Grade 11

Acting 5 and 6 – The Junior Acting class introduces the concept of extension of self; students must go outside of self for to create character. Students work on scenes

from modern theater, children's theater, Classical theater, Absurdist theater, heightened text, and farce. Work is rooted in physical and textual exploration of character and the study of period styles. Students present scene work to an invited audience in the Fall and Spring semesters in the Little Flower Theater.

Audition Technique Stage and Camera – This course introduces the student to audition preparation and the audition process for theater, film, and television. Fall semester is dedicated to selecting and performing Classical and contemporary monologues for theater auditions. The Spring semester focuses on film. Students gain hands on experience, taking on the roles of production crew, director, producer, actor, etc...

Dance 5 and 6 – Beginning Ballet and Modern. This course supports the studio work on classical and stylized works. Students continue the techniques learned in the prior years and apply them to further work in ballet and other stylized dance.

Musical Theater 1 and 2 – Musical Theater introduces the student to the study of song interpretation for the stage and acting on pitch. The class prepares students to perform short musical theater scenes, duets, and solos. This class culminates in final performances: Winter and Spring Sing. This class also incorporates a third year of vocal production.

Film History – Film History is a course designed to familiarize young actors with artistically significant classic and contemporary films and film performances with a specific focus on genre, archetypes, and character work.

Improvisation 3 and 4 – First semester focuses on long form improvisation (Harolds) leading to the writing and performance of devised Theater pieces through improvisation in the Spring semester.

Grade 12

Acting 7 and 8 – In the Senior year, students have the opportunity to apply three years of skills and techniques to the rehearsal and production of fully produced One Acts and Plays for invited audiences and public performances. Projects include large group scenes and One Act plays, three fully mounted/professionally designed plays as part of the Spring Drama Festival (SDFs), and an invitation only Showcase presented to casting directors, managers, agents, and producers. SDFs will include Cabaret, Our Town, and As You Like It. Following SDFs, students immerse themselves in student-generated projects. These will include: musical theater/cabaret, filmmaking, and playwriting.

On Camera 1 and 2 – (includes the following course offerings) Acting in Close up – students will work with industry professionals to learn the art of the close-up in film acting, using scenes and monologues, in preparation for professional auditions in Film and Television and to fine tune audition material for college arts supplements and Young Arts. Video Production – This class will provide an introduction to Digital Video production by taking participants through the process of producing a class project (production process). Emphasis on the art of lighting, audio and camera work for video. Screenwriting and Pre-production – Students will take an idea from concept to pre-production. Students will learn how to write in standard screenplay format, create a shot list, story boards, a shooting schedule, and put together a creative package which can be used to generate interest and financing for a film.

Career and Financial Management – Equips students with the skills and knowledge

they will need to be working actors. Students will be introduced to various job opportunities in theater, film, and media where they can apply the skills and techniques they have learned in our program. Students acquire practical professional information about unions, agents, resumes, pictures, interviews, and their options after graduation. Students meet working professionals from theater, film, television, and radio who speak about their fields and answer students' questions.

Dance 7 and 8 – Students continue to build strength and flexibility, with special attention to relaxation techniques, Yoga, and Pilates. Focus on partnering may include ballroom, ballet, tap, salsa, tango, and choreography.

Dance

Core Curricular Areas

The Dance program follows a rigorous conservatory approach with a ballet class and a modern class each day. All studio classes are accompanied by music.

Supplementary courses include:

- Survival Skills for Freshmen
- Dance History for Sophomores
- Choreography and Theater Dance for Juniors
- Career Management for Seniors
- Repertory for Seniors

All courses are required for dance majors. There are no electives in the dance department. All instructors will have professional dance backgrounds.

Grade 7

Foundations of Dance I

1. Translate an image from a written work through movement creating short movement phrase(s).
2. Create and demonstrate a short solo movement study in Narrative form with a clear beginning, middle and end, and a clear relationship between the written work and the movement.
3. Create and demonstrate a short group movement study in Contrast and Transition form establishing an effective connection between the contrasting phrases through intentional transitions.
4. Analyze the dynamic changes in time, rhythm, proportion, and spatial relationships in dance master works.
5. Create and perform a dance composition that uses a social theme as its inspiration or that stems from a social theme used in a master dance work.
6. Improvise with unilateral movements, including upper/lower body coordination.
7. Manipulate contra-lateral movements using improvisation to increase personal movement vocabulary and range of motion.
8. Create and demonstrate dexterity to reorder or revise choreography using unilateral movements and contra-lateral movements in a solo or group movement phrase.

Grade 8

Foundations of Dance II

1. Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.

2. Identify the use of the choreographic structure process of reordering and chance in dance masterworks.
3. Reorder or revise movement phrases based on chance, with chosen devices used as transitions.
4. Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
5. Create and perform a short solo movement phrase demonstrating the choreographic principle of emphasis with intentional use of dancer-to-self spatial relationship.
6. Identify the use of arts media in dance master works.
7. Create a dance composition that integrates the use of arts media to support the theme or communicates the emotional or thematic content.
8. Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.

Grade 9

Ballet 1

The study of classical ballet for the entering student with little or limited previous study and experience. Emphasis is placed on fundamental principles of ballet technique: correct body placement, alignment, turn-out, transfer of weight, muscle strength, flexibility, coordination, musicality and classical port de bras. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of basic ballet movements and develop self-discipline and a professional attitude.

Ballet 2

The study of classical ballet for the entering student with previous study and experience. Students will work on refining their knowledge and execution of proper turnout and correct placement and alignment; these concepts will be integrated through the entire class. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of ballet movements and develop self-discipline and a professional attitude.

Modern 1 & 2

An introduction to the concept of modern dance through the technique developed by Martha Graham. By practicing floor work, standing work and traveling phrases in the Graham style, students will pay close attention to gesture, breath, focus and attack.

Survival Skills I

The study of dance-related areas including dance etiquette, nutrition, anatomy, prevention and treatment of dance injuries, and dance vocabulary.

Survival Skills II

A foundational approach to learning about the body with emphasis on its relationships to dance and creating strong and graceful movement.

Extra-Curricular Activity-Pointe

This after-school class is open to all dance students. Students will enter one of the two specified levels to strengthen the lower leg, ankles and feet in order to produce strong and graceful movement. This class has will have prerequisites for participation.

Grade 10**Ballet 3 & 4**

An in-depth study of the foundation of classical ballet technique mastered in freshmen year with an emphasis on increasing physical, technical, musical and artistic expectations and skill. Students are also introduced to specific musical concepts that aid in the execution of their movement.

Modern 3 & 4

A continuation of the study of the Graham technique of modern dance. Emphasis is placed on increased technical strength and vocabulary. In the spring of Sophomore year students will be introduced to the Lester Horton technique of modern dance with an emphasis placed on core strength, clarity of codified shapes and movement in space.

Dance History

An exploration of the history of dance from pre-historic times to the 21st century with a highly interactive approach. Major choreographers as well as their dancers and works are viewed and discussed in class. Dancers, choreographers and scholars are regularly invited for lecture/demonstrations. Each unit of study examines the historical, social and cultural context of the time period studied as well as the evolution of other art forms (music, art, theater) and literary works and their relation to dance.

Grade 11**Ballet 5 & 6**

The extension of in-depth study mastered in sophomore year with a strong emphasis on more complex coordination, technical skill, musicality and artistic expression.

Modern 5 & 6

The study of advanced-intermediate work added to previous work in Graham technique in Freshman and Sophomore years. The student is expected to master extensive knee work and standing falls. Students will be also continue to study the dance technique of Lester Horton, building upon vocabulary learned in Sophomore year. Also expected is the ability to execute complex technical and musical combinations with knowledge of stage and musical terms.

Theater Dance

Jazz and Musical Theatre Technique: The study of American jazz dance techniques as used in commercial theatre, film and television. The student is expected to have an understanding both verbal and performance of this dance form through changing eras.

Tap Dance: The study of the basics of this vernacular dance form. Students will be expected to master tap vocabulary, techniques of rhythmic clarity and use of weight shift, traditional steps such as the Shim Sham, Waltz Clog, Soft Shoe and Time Steps as well as learn different stylistic approaches from musical theatre tap to rhythm tap. More experienced students will be placed in a more advanced class.

Choreography Workshop

The study of basic rhythmic, spatial, and dynamic materials used in the designing of dance. From short simple works, the student choreographer will progress to larger compositions and produce a complete work for evaluation by the dance faculty and formal presentation during the senior year at the annual February Dance Showcase.

Grade 12**Ballet 7 & 8**

Senior year, a greater emphasis is placed on developing a harmonious balance between clarity of movement, mastery of the complexity and versatility of advanced level ballet technique, musicality, artistry and professionalism. Students are expected to become competitive for auditions to dance colleges and to be able to address the technical and behavioral demands of an advanced level class in the industry.

Modern 7 & 8

The study of both the Graham and Horton technique of modern dance technique with an emphasis on stage technique and performance, and audition experience learned through experience in school auditions conducted by guest choreographers.

Students are expected to be responsible for arranging after-school activities around the needs of the dance department and to know their own rehearsal schedules, costume fittings, and photography shoots.

Career Management

The study of the dancer's professional career, including contracts, unions, auditions, resumes, head shots, and self-produced concerts. In addition, alternative careers within the field of dance are explored through the use of guest speakers.

Repertory

The Senior Dance Ensemble works with eminent guest artists from a variety of disciplines.

Fine Arts**Core Curricular Areas**

The Fine Arts Department provides a rigorous conservatory experience in art education. This program is based in fine art and prepares students for post-secondary education and twenty-first-century careers in the arts-related industries.

Students are grouped heterogeneously. Within each class, the range of abilities, both academic and artistic, is accommodated through individual and small group instruction.

FOUNDATION COURSES

During the first two years, traditional skills and disciplines are stressed through our foundation level courses which are required by all fine art majors regardless of what grade level they enter Diamond Cut Performing Arts Academy.

Grade 7**Foundations of Fine Arts I**

1. Analyze the characteristics of rhythmic line in culturally and historically diverse, two and three-dimensional masterworks of art. Explain the impact of line on the expressive and intellectual (diagrammatical and methodological) significance of the work within specific cultural contexts (e.g., Japanese Sumi-e painting, German Expressionism, Del Civil Spanish cave paintings etc.) and use varied approaches to the treatment of rhythmic lines in original works.
2. Distinguish rhythmic geometric and organic shapes used in two and three dimensional masterworks of art from diverse cultures and historical eras and explain ways shape provides measurement and or defines objects and their relationship to the natural world and create original works of art inspired by shape as a means of communicating emotional and intellectual content.

3. Compare and contrast related and contrasting color schemes in masterworks of art from varied cultures and historical eras. Create original two and three dimensional works of art that utilize analogous colors and value to communicate intellectual content and emotional impact of original artwork.
4. Classify various types of real, invented, and simulated textural surfaces found in culturally diverse masterworks of art and create original works of art utilizing texture as the primary element in art making.
5. Interpret how forms (three-dimensional geometric figures) are used in masterworks of art from diverse cultures and historical eras. Explain ways form creates dimensionality and structure that impacts the emotional and intellectual significance of the work and create original works of art that differentiate and demonstrate high and low relief.
6. Analyze masterworks of art from different historical eras and cultures and explain how the applications of the elements of art and principles of design impact the emotional content of the work of art.
7. Compare and contrast radial balance in masterworks from diverse cultures and historical eras and create a two or three-dimensional work of art using radial balance.
8. Analyze applications of proportion in masterworks of art and architecture from diverse cultures and historical eras and create an original artwork focusing primarily on proportion.
9. Compare and contrast the use of pattern (as a function of rhythm) in the design of masterworks from diverse cultures and historical eras. Use repetitive patterns as a unifying element in the creation of two and three-dimensional works of original artwork.
10. Compare and contrast distinguishable cultural characteristics found in diverse masterworks of art.
11. Create two and three-dimensional works of art that show intentional use of the elements of art and principles of design to create thematic content related to specific cultural heritages in original artwork, based on examination of artwork from various cultures.

Grade 8

Foundations of Fine Arts II

1. Differentiate the expressive potential of line as visual communication that includes symbols, letters and numbers. Create two and three-dimensional artworks using a variety of organic & geometric shapes, lines, and textures created from line, stemming from an examination of master works of art and their treatment of these same aspects of art making.
2. Distinguish among neutral tones (grey), shades (black) and tints (white) in varied visual art masterworks and create original artwork that requires an exploration of the temperature of the neutral palette related to shades, tone, and tint.
3. Differentiate form and value, and the relationship between positive & negative space in diverse master works of art and create two-dimensional artworks that focus on form and value.
4. Describe the use of variety in master works of art from diverse cultures and

- employ similar applications to the creation of original two-dimensional artworks.
5. Differentiate among symmetrical and asymmetrical balance and radial balance in various masterworks of art from diverse cultures and use contrasting approaches to balance as inspiration for original artwork.
 6. Compare use of proportion in master works of art from diverse cultures and use proportion as the primary element driving the creation of original artwork.
 7. Compare and contrast the use of emphasis as a compositional tool in masterworks of art from diverse cultures. Use emphasis as the basis for the creation of original artwork.
 8. Evaluate ways in which the design principle of Harmony/unity has been used in various cultures and eras, and describe the intellectual and emotional significance conveyed by the application of Harmony and Unity.
 9. Determine ways Rhythm is derived from repetition in masterworks from diverse cultures and historical eras. Create original works of art utilizing rhythm as the primary design element.
 10. Distinguish ways shape the principles of harmony and unity are achieved among artists from diverse cultures and historical eras. Design and create two or three-dimensional artwork emphasizing unity through line, shape, color or accumulation.

Grade 9

Grade 9 Double Period

Studio Practice 1 & 2 (Basic Drawing) - Students will create drawings from observation. Emphasis will be placed on composition and using values (darks and lights) and textures to create two-dimensional visions of three-dimensional objectives.

(Basic Painting in Water-Based Media) - This course introduces the students to color theory. Using watercolor and other color media, students will explore composition and using colors, values (darks and lights), and textures to create two-dimensional visions of three-dimensional objectives.

Grade 9 Single Period

Mixed Media & 3-D Design - Students will approach making art through a sense of spatial understanding of an object. In the Mixed media portion of the year, students will learn to make compositions using non-traditional techniques and materials as well as unusual layering processes so that there are rich surfaces and imagery. Students will be prepared for robust conversations in discussions and a more confident readiness to learn new things. This course will prepare students for elective courses such as Sculpture, AP Studio, New Forms, and even Advanced Painting.

Grade 10 Double Period

Studio Practice 3 & 4 (Basic Graphic Design) - This course provides an introduction to graphic design and commercial art. Using principles and elements of design, students will create balance, movement, space, proportion, variety, composition, mass, emphasis, and repetition. **(Basic Painting - Oils and Acrylic)** - This is the culminating course in the foundation program, which brings into use the student's skill in drawing, color, and design. Students apply the foundation skills to create works using oil or acrylic paint.

Grade 10 Single Period

Basic Ceramics - Students will learn basic ceramic methods, including pinch pot, slab, and coiling. Artwork created include functional objects, as well as sculpture.

Basic Printmaking - Students will learn basic printmaking techniques, including etching, linoleum block printing, and woodblock printing.

ELECTIVE COURSES

Grade 11 and Grade 12 students take one double period and one single period course each year. Not all courses are offered each year but are based on student interest.

DOUBLE PERIOD CLASSES

Advanced Painting - Students will explore a variety of techniques using oil or acrylic paints. Students will utilize reproductions and other reference material, including museum and gallery resources.

Advanced Painting / Watercolor Painting - Application of aquarelle (transparent) watercolor techniques introduced in Studio Practice 2. A variety of subject matter includes landscapes, seascapes, portraits, still lifes, interiors, and figures. Techniques such as wet on wet, wet on dry, layered, stop out, resist, mixed media.

Architecture/ Interior Design - Architecture: This course introduces students to the basic principles of architecture. Students will apply these principles towards the completion of a semester-long project. Students will learn about structural forms, design functional spaces, develop mechanical drawings, and create 3-dimensional models. Interior Design - Similar skills used in architecture will be used to create scale drawings, architectural lettering, floor plans, elevations, watercolor rendering, and perspective drawings. Students will create 3-dimensional models that include symbols used in interior design for fixtures and furnishings. The focus will be on site-specific and client-commissioned projects.

Digital Media, Beginning - This is an introductory level digital art and design course using the computer as a tool for expression and creative design. Whether you are brand new to digital art or have some digital experience already, this course will allow you to grow as an artist living in the digital age. Projects cover topics such as graphic design and advertising, digital painting, photo manipulation, digital illustration, character design, and typography. Students will gain skills in using professional programs (Adobe Creative Suite: Photoshop and Illustrator) and develop an appreciation for digital media and digital art careers as a means of communicating and solving problems in our contemporary world.

Digital Media, Advanced - This is an advanced digital art and design course using the computer as a tool for expression and creative design. Projects include topics such as animation, digital painting, graphic design, illustration, character design, and more! Students have either completed Beginning Digital Media or have extensive digital art experience and hope to continue their study of digital art and design. Students will further their skills in using professional programs (Adobe Creative Suite: Photoshop, Illustrator) and expand their skill set to include Adobe Animate and Autodesk Sketchbook. Students will also create an Independent Series of artworks on a theme of their choice. Students will gain an appreciation of digital art careers as a means of communicating and solving problems in the world.

New Forms / Advanced Ceramics - This course will help you to think outside of the

box in the ways and reasons why we create art, especially as it is pertinent to our time of social discourse and technological advances. It will help you to have a much more competitive portfolio for college as well as prepare you for higher-level discussions of artists, culture, history, and transcendence of time as we look into the future of humanity. In New Forms, students will learn and create work based on the contemporary fields of performative, conceptual, and installation art. In Advanced Ceramics, students learn artistic processes in ceramic sculpture and pottery. Students will use the potter's wheel, create molds, and use the firing process.

Photography - Students will learn how to use the equipment, techniques, and processes of black-and-white photography. They will develop the ability to “see” photographically as an art form. Emphasis will be placed on photography as an art form that uses metaphor, irony, narrative, as well as essentials of graphic design line, shape, texture, and values. Hand finishing techniques will be explored. Students will learn advanced techniques in printing and photo manipulation. The course introduces the student to studio lighting, new films, and chemicals. Students will also work in digital photography utilizing basic computer programs such as photoshop. Students will mount work for presentation.

Sculpture - Students will be introduced to additive (building up as in clay sculpture), subtractive (carving), assemblage (metals or other materials, found objects, papers) constructions, and kinetic sculpture. Representational and nonrepresentational subject matter will be explored. Preliminary sketches will be used in creating sculpture.

SINGLE PERIOD CLASSES

Leadership in the Arts - This course is for Fine Arts Majors who want to take a leadership position within the art studio. In this class students will work together on the following: Curating Student Art Shows, Coordinating Semi-Annual events and volunteers, News N Notes, fundraising initiatives, and much more. Students in this class will be expected to participate in fine arts events outside of the school day.

Studio Art: 2D Design, Advanced Placement - For this portfolio course, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. Video clips, DVDs, CDs, and three-dimensional works may not be submitted. However, still images from videos or films are accepted.

Realistic Drawing - (semester course) This drawing class focuses on creating realistic imagery. It will sharpen observation skills, and unique choices of subjects will be emphasized. A variety of media will be used such as graphite pencil, colored pencils, pastels, pen and ink, markers, silverpoint on a variety of papers. Techniques in each medium will be developed with creative interpretation as the major goal.

Anatomy (½ year course) - This course explores figure drawing from observation, including bones, muscles, and nomenclature. Students will learn the skeletal structure and use different techniques in rendering to illustrate the body in action.

Graphic Novels & Visual Storytelling - (semester course) Students will learn how to effectively tell a story through the use of page layout, character design, camera angle, and panel design. This course will teach students how to use sequential images and page design to tell stories. The course will cover traditional and non-

traditional page layout, visual narrative devices, and character design.

Fashion/Illustration - Fashion: Students will design women's, children's, and men's unconstructed clothing based on a variety of sources: construction lines, other designers, popular media, history, nature, and man-made objects. Using a variety of illustrative techniques, students will present their designs. Creating a "designer's book", which can be used as a portfolio for admission to major post-secondary fashion institutions, is required. Illustration - The emphasis of this course is on drawing skills to create pieces suitable for advertising, editorial, books, and magazines, and medical/scientific journals. A variety of styles and techniques are explored.

Art History - This year-long course takes a chronological approach in studying major art forms and periods from Paleolithic to the present. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

Art History, Advanced Placement - This college-level course involves critical thinking and develops an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. At the end of the course, students are expected to take the Advanced Placement examination in Art History.

Music

Core Curricular Areas

The Music Department prepares students to continue their studies in music conservatories, to major in music at a university, or to perform professionally. All music majors receive preparation in sight-singing, music theory, and music history. Any student who has had previous training in sight-singing, ear-training, and/or theory is advised to take a diagnostic exam in order to be placed into an appropriate level.

Instrumental Music Performance Groups

Band: Elementary, Intermediate, Junior, and Senior

Chamber Music: Winds or Strings

Jazz Band: Junior and Senior

Orchestra: Elementary, Intermediate, Junior, and Senior

Instrumental Music Technique Classes

Brass: Beginning, Intermediate, and Advanced

Percussion: Beginning, Intermediate, and Advanced

Wind: Beginning, Intermediate, and Advanced

Strings: Beginning, Intermediate, and Advanced

Grade 7

1. Identify and demonstrate the differences in melody and harmony in both difference styles and genres of music and identify and demonstrate specific rhythms utilized in various ethnic dances.

2. Analyze and demonstrate how tempo is employed to identify dance music from various cultures (e.g., African, European, Gypsy etc.).
3. Identify and demonstrate specific rhythms utilized in various ethnic dances.
4. Analyze and demonstrate differences of melody between Eastern and European folk music.
5. Explain how tempo is employed to identify dance music from various cultures (e.g., African, European, Gypsy etc.) and explain the differences of melody between Eastern and European folk music.
6. Describe and demonstrate how tempo identifies various styles of American Popular Music (e.g., Rock & Roll, Rhythm & Blues, Country, Funk etc.).
7. Identify specific compositional forms in various styles of music (e.g., ABA, Rondo), and specific rhythms utilized in various ethnic dances.
8. Identify and demonstrate the differences in rhythms and simple chord progressions are utilized in various styles of American Popular Music
9. Describe how the chorus/verse form is utilized as well as how vocalists embellish the singing of melodies in various styles of American Popular Music.

Grade 8

1. Explain how tempo is employed to identify dance music popular American music.
2. Identify and demonstrate specific rhythms utilized in American popular dance music
3. Identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).
4. Describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).
5. Describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.
6. Describe the compositional elements utilized serial music.
7. Analyze how harmony evolved from the late Romantic Period (e.g., Strauss, Mahler) to the Second Viennese School (the group of composers comprised Arnold Schoenberg and his pupils) to early 20th century music (e.g., Stravinsky).

Grade 9-12

Band—Elementary Band

Elementary Band is a yearlong course of study that is open to first and second-year woodwind, brass, and percussion students who are selected by the music faculty. The repertoire is chosen from the standard literature according to the level of ability. The Elementary Band participates in winter and spring musicales.

Band—Intermediate Band

Intermediate Band is a yearlong course of study that is open to second, third, and fourth-year woodwind, brass, and percussion students who are selected by the music faculty. The repertoire is chosen from the standard literature according to the level of ability. The Intermediate Band participates in winter and spring musicales.

Band—Junior Band

Junior Band is a yearlong course of study that is open to third, year woodwind, brass,

and percussion students who are selected by the music faculty. The repertoire is chosen from the standard literature according to the level of ability. Junior Band participates in winter and spring musicales.

Band—Senior Band

Senior Band is a yearlong course of study that is open to woodwind, brass, and percussion students who are selected by the music faculty. It is the Senior Symphonic Band. Advanced Repertoire is chosen from the standard literature. There are opportunities to work with guest artists. Senior Band is featured in two major concerts annually.

Brass—Elementary 1 and 2

Elementary Brass is a yearlong course of study that is open to first and second year brass majors and secondary players (this includes students who auditioned on piano, guitar, and other non-orchestral instruments). Students are selected for this course by the music faculty. Emphasis is given to developing technique, breathing, and tone production. This course includes learning all major and minor scales and arpeggios, selected etudes, and solo pieces.

Brass—Intermediate 3 and 4

Intermediate Brass is a yearlong course of study that is open to third and fourth-year brass majors who are selected by the music faculty. Students have a strong intermediate level of ability on a brass instrument. This course prepares students for their solo jury examinations. Students also prepare brass ensemble music for coaching sessions and masterclasses.

Chamber Music—Strings

This is a yearlong elective course is for advanced string players and advanced pianists requiring serious study and performance of the standard chamber music literature for combinations of string instruments with and without a piano. This course prepares students for participation in the Chamber Music Society of Lincoln Center's Annual Young Musicians' Competition.

Chamber Music—Winds

This is a yearlong elective course is for advanced wind players and advanced pianists. It involves serious study and performance of the standard chamber music literature for combinations of woodwind and brass instruments with and without a piano. This course prepares students for participation in the Chamber Music Society of Lincoln Center's Annual Young Musicians' Competition.

Chorus—Cantare

Cantare is for the intermediate to advanced study of choral repertoire for treble voices. Students learn vocal techniques including a focus on breath control, posture, and vowel functions. Scales, triads, interval recognition, and three or four-part harmonic progressions are essential parts of the curriculum. Reinforcement of music reading skills and rehearsal techniques prepare students to audition for Senior Chorus.

Chorus—Elementary

This is a required introductory course for all incoming students. Students will study basic reading skills and methodologies that will prepare them for more advanced choral study. The standard repertoire will be studied and performed.

Chorus—Gospel

The Gospel Choir is a non-auditioned elective course open to third and fourth year instrumental and vocal students. The study and performance of gospel music from both a historical and cultural perspective, including the study of spirituals, anthems, hymns in a traditional and contemporary genre—sung both a cappella and accompanied.

Chorus—Mixed

This course is for the intermediate to advanced study of choral repertoire for mixed voices. Students learn vocalizing techniques including a focus on breath control, posture, and vowel functions. Scales, triads, intervallic recognition, and four-part harmonic progressions are essential parts of the curriculum. The class works to improve student's ability to read music and teaches rehearsal techniques in preparation for the Senior Chorus.

Chorus—Show Choir

This yearlong auditioned elective course is an intensive study open to third and fourth-year vocal music majors who are selected by the music faculty. The repertoire is selected from the Broadway, jazz, and pop genres. Show Choir performs regularly at special events throughout New York City. Show Choir participates in the winter musicale and is featured in an annual spring concert.

Chorus—Treble

Instruction and training in choral singing techniques including blend, proper vowel formation, diction, articulation, and independence of part. All this is taught in a professional choral rehearsal and performance setting. Students learn a repertoire from a wide variety of classical musical styles and eras while improving their sight-singing skills through the ongoing reading of choral repertoire.

Conducting

This elective course teaches the elements of leading an instrumental ensemble. Students will learn how to interpret musical scores by leading student groups in musical performance. Course work includes score study and analysis, baton technique, left-hand cues for dynamics, registration, and cues. Students study meter/beat patterns and visual score study. Members of the conducting class make up the laboratory ensemble for the conductors. The repertoire is from the standard classical repertoire.

Guitar—Beginning

This yearlong non-auditioned elective course is open to third and fourth year instrumental and vocal students. Students learn the basic principles of beginning guitar technique including tuning, melodic fingering, and bar chords.

Jazz Band—Junior

Junior Jazz Band is a yearlong auditioned elective ensemble that is open to woodwind, brass, percussion, guitar, bass, and piano students who are selected by the music faculty. The repertoire is chosen from standard jazz band literature according to the level of ability. Junior Jazz Band participates in winter and spring musicales.

Jazz Band—Senior

Senior Jazz Band is a yearlong auditioned elective ensemble that is open to woodwind, brass, percussion, guitar, bass, and piano students who are selected by the music faculty. The advanced repertoire is chosen from standard jazz literature.

There are opportunities to work with guest artists. Senior Jazz Band is featured in two major concerts annually.

Jazz Improvisation

This non-auditioned elective course studies the basic approach to improvisation through the study and playing of compositions, chords, and scales, including the study and understanding of jazz forms and strong emphasis on time meter, jazz swing feel, and the ability to work together.

Music History

Music History is a full-year survey of Western music from ancient times to the present. It is offered to juniors who have completed their music theory sequence. The class aims to familiarize students with the sounds, structures, trends, forms, and composers of European music. This course culminates in the Music Comprehensive exam. Completion of the Music Theory sequence is the pre-requisite for this course.

Music Technology

Music Technology is an elective hands-on studio experience course in using synthesizers computers and recording technology.

Music Theory 1 Instrumental & Vocal

Music Theory 1 introduces students to music fundamentals such as musical notation, modes, and scales. Students learn the different qualities of triad chord construction and the beginning of four-part harmonic writing. Melodic, rhythmic, and harmonic dictations, as well as ear-training exercises, are an integral component of this course of study.

Music Theory 2 Instrumental & Vocal

Music Theory 2 begins with the basic concepts of triad chord inversions and figured bass line and soprano line harmonization using inversions. Students are introduced to the 7th chords and the complete and incomplete versions of the dominant 7th chord. Topics covered include second inversion chord progressions, secondary triads of the scale, cadences, cadence chord progressions, and non-harmonic tones are also covered. Ear training, sight-singing, and dictation continue to be an integral component.

Music Theory 3 Instrumental

Music Theory 3 covers the concepts of modulation—modulations to the key of the dominant, to the key of the sub dominant, to the key of the relative major/minor, to the key of the parallel major/minor. The curriculum includes secondary dominant 7th chords, cycle of the dominant 7th chords, the augmented 6th chords, Italian, German and French Metropolitan chord, and major and minor notes. Ear training, sight-singing, and dictation continue to be an integral component.

Music Theory, Advanced Placement

This elective is a college-level course. Students must pass a theory assessment to register for this class. Upon completion, students are expected to sit for the AP examination. This course emphasizes aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture with vocabulary including non-harmonic tones, 7th chords, and secondary dominants. Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure, (e.g., contrasting period, phrase group), small forms (e.g., rounded binary,

simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to 20th-century scales, choral structures, and compositional procedures is included. Ear training, sight-singing, and dictation continue to be an integral component.

New Music Ensemble

The auditioned elective New Music Ensemble is a showcase performance group for the contemporary writer and arranger. It is open to juniors and seniors. Students learn to write, arrange, and produce their own music while developing creative independence and confidence. Course requirements include organizing and formalizing showcase materials and arrangements, written scores, rehearsal tapes, rehearsal time, staging, and performance partners. The culminating project includes the ability of the student-songwriter to sell his or her product to class members and outside contacts and to participate in local and national song writing contests.

Operetta/Musical Theater Workshop

This auditioned elective class, opened to juniors and seniors, develops skills needed to perform operatic roles, with emphasis on character development and the care and training of the young operatic voice. Instructional units include the listening analysis of legendary operatic performances, the discussion of standard operatic literature, performance practice throughout the Baroque, Classic, Romantic, and 20th-century historic periods, and the preparation of operatic scenes and arias for performance in both master class and public settings. This course culminates in a full-scale operatic production.

Orchestra—Elementary

Elementary Orchestra is a yearlong course of study that is open to first and second-year string players. This is the first level string ensemble composed of both string majors and secondary players (this includes students who auditioned on piano, guitar, and other non-orchestral instruments). The repertoire is chosen according to the level of ability. Elementary Orchestra participates in winter and spring musicales.

Orchestra—Intermediate

Intermediate Orchestra is a yearlong course of study that is open to second, third, and fourth-year string players who are selected by musical faculty. This is an intermediate level string ensemble comprised of string majors and secondary players (this includes students who auditioned on piano, guitar, and other non-orchestral instruments). The repertoire is chosen according to the level of ability. Intermediate Orchestra participates in winter and spring musicales.

Orchestra—Junior, The Diamond Cut Philharmonic

Junior Orchestra is the school's intermediate to advanced symphony orchestra. It is a yearlong course of study that is open to second, third, and fourth-year woodwind, brass, percussion students, and to string students who are selected by the music faculty. Intermediate to advanced repertoire is chosen from the standard orchestral literature. There are opportunities to work with guest artists. Junior Orchestra participates in winter and spring musicales.

Orchestra—Senior, The Diamond Cut Symphony Orchestra

Senior Orchestra is the school's premier classical instrumental ensemble. The orchestra performs in four major concerts annually: a concerto concert featuring instrumental soloists, two traditional semi-annual concerts (shared performances with

the Senior Chorus), and the commencement ceremony held at Lincoln Center. The repertoire is chosen from the standard orchestral and concerto literature. There are opportunities to work with guest artists.

Orchestration

Students learn about the historical development of each category of instrument, each instrument's technical capabilities, and how to arrange musical compositions in this elective class. Students learn to orchestrate a musical piece for a woodwind quartet, brass quintet, percussion, ensemble, string quintet, and full orchestra. The ability to read an orchestral score and understand the terminology used in a variety of languages is stressed.

Percussion 1 and 2

Percussion is a yearlong course of study that is open to first-year percussion majors and second, third, and fourth-year students who are chosen by the music faculty. Technical development on all orchestral percussion instruments is emphasized, including timpani, snare drum, xylophone, cymbals, and all other auxiliary instruments. There are opportunities to work with guest artists in masterclasses.

Piano—Beginning

This course will develop skills in playing the piano. Beginning concepts such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course.

Piano—Intermediate

This course will help to further develop reading and playing skills at the keyboard. Instruction focuses on expanding a student's repertoire, developing accompanying skills, and performing piano duets and keyboard harmonies.

Piano—Advanced

Skill-building in reading, theory, and performance practices that are needed for advanced piano literature will be studied. Students will develop fluency in reading and comprehension skills in the deconstruction of melodic, harmonic, and technical concepts with the learning of pianistic work and performance skills. Instructional units include transposition, scales, score reading, solo, and four-hand piano performances.

Pit Orchestra Operetta/Musical Theatre

This auditioned elective course is devoted to the learning of the accompanying skills used in operatic literature. The culminating project is performing in the run of the annual operetta/musical theatre production in the spring.

Pit Orchestra School-Wide Musical

This one-semester auditioned elective course is devoted to the learning of accompanying skills used in musical theatre literature. The culminating project is performing in the run of the annual school-wide musical production.

Recording Studio

This yearlong elective course is an intensive study of sound recording history. It is a hands-on experience working with studio equipment. Students learn applications to mastering and mixing recorded materials.

Sight-Singing

Students learn the basics of reading and writing music and standard musical notation. The sol-fa system is used for students to be able to sing melodies. The ability to write melodies and rhythms through melodic and rhythmic dictation is emphasized.

Solo Voice Audition Prep

Solo Voice Audition Prep is an auditioned elective for the enhancement and clarification of expectations for a soloist in a professional choral rehearsal performance setting. The development of overall tonal concepts, with emphasis on solo singing and proper vocal production is stressed. Students improve sight-singing skills through the continued reading of vocal repertoire. Admission to Solo Voice is by audition.

Strings—Fundamental 1 and 2

Fundamental Strings is a yearlong course open to incoming piano, guitar, or other instruments not ordinarily in a band or orchestra who have selected to learn one of the orchestral strings as their secondary instrument. This is a beginning string class. The development of basic first position technique, good playing posture, and tone production is emphasized.

Strings—Elementary 3 and 4

Elementary Strings is a yearlong course of study that is open to second-year orchestral string minors and first-year string majors selected by the music faculty. Students are introduced to shifting to the higher positions and vibrato. This technique class supports and runs concurrently with the Elementary Orchestra.

Strings—Intermediate 5 and 6

Intermediate Strings is a yearlong course of study open to second, third, and fourth-year string majors and string minors. Students are concurrently in Intermediate Orchestra. Students develop their technique. They learn scales and arpeggios (three octaves for violin, viola and cello and two octaves for bass), etudes, and solo works.

Strings—Junior

Junior Strings is the string sectional rehearsal of Junior Orchestra. The strings sections work on fingerings, bowings, and rhythms for music being learned by the Junior Orchestra and to learn other string ensemble music. Students must have achieved an intermediate to advanced level of technical proficiency and have strong sight-reading skills.

Strings—Senior

Senior Strings is the string section rehearsal of the Senior Orchestra. The strings sections work on fingerings, bowings, and rhythms for music being learned by the Senior Orchestra and to learn other string ensemble music. Students must have achieved an intermediate to advanced level of technical proficiency and have strong sight-reading skills.

Voice 1-6

Vocal majors must take a minimum of six (6) semesters of voice class. Voice classes are devoted to building technique, repertoire, and musicianship. In addition to vocal technique and repertoire, students develop interpretation skills, familiarity with the International Phonetic Alphabet, and audition preparation skills.

Voice 1 – Italian Art Song

Voice 4 – English Art Song

Voice 2 – German Art Song

Voice 5 – Opera/Oratorio

Voice 3 – French Art Song

Voice 6 – Musical Theater

Winds—Beginning Bassoon, Oboe, and Saxophone

Beginning bassoon, oboe, and saxophone is a yearlong course of study open to bassoon, oboe, and saxophone majors and to the incoming piano, guitar, or other non-orchestral or concert band instruments who have selected to learn oboe or bassoon as their secondary instrument. The emphasis of this class is the development of technique and tone production through the study of all major and minor scales and arpeggios, etudes, and solo pieces.

Winds—Beginning Flute

Beginning flute is a yearlong course of study open to flute majors. The emphasis of this class is the development of technique and tone production through the study of all major and minor scales and arpeggios, etudes, and solo pieces.

Winds—Beginning Clarinet

Beginning clarinet is a yearlong course of study open to clarinet majors. The emphasis of this class is the development of technique and tone production through the study of all major and minor scales and arpeggios, etudes, and solo pieces.

Winds—Intermediate

Intermediate Winds is for students who have an intermediate level of ability on a woodwind instrument. Development of tone, breath control, and technique are stressed through the mastering of drills, major and minor scales and arpeggios, and solo repertoire. Students are assigned a concerto, sonata, or solo piece from the standard repertoire for their instruments. Students are also assigned to chamber music groups for coaching and masterclasses.

Winds—Advanced

Advanced Winds is for students who have intermediate to advanced level of ability on a woodwind instrument. This course prepares students for their solo jury examinations. Development of tone, breath control, and technique are stressed through the mastering of drills, major and minor scales and arpeggios, and solo repertoire. Students are assigned a concerto, sonata, or solo piece from the standard repertoire for their instruments. Students are also assigned to chamber music groups for coaching and masterclasses.

Sample Vocal Music Sequencing

Grade 9	
Term 1	Term 2
Elementary Chorus or Sight-Singing	Elementary Chorus or Sight-Singing
Voice 1	Voice 2
Elementary Piano 1	Elementary Piano 2
Grade 10	
Theory 1 (V)	Theory 2 (V)
Voice 3	Voice 4
Chorus	Chorus
Grade 11	
Voice 5	Voice 6

Music History 1	Music History 2
Chorus	Chorus
Grade 12	
Mixed Chorus or Senior Chorus	Mixed Chorus or Senior Chorus
Elective	Elective
Elective	Elective
Sample Instrumental Music Sequencing	
Grade 9	
Term 1	Term 2
Sight Singing	Theory 1
Technique Class	Technique Class
Performance Group	Performance Group
Grade 10	
Theory 2	Theory 3
Performance Group #1	Performance Group #2
Technique Class	Technique Class
Grade 11	
Music History 1	Music History 2
Performance Group #1	Performance Group #2
Technique Class	Technique Class
Grade 12	
Technique Class	Technique Class
Performance Group #1	Performance Group #2
Elective	Elective
Electives	
Chamber Music – Winds or Strings	Music Theory -AP
Conducting/Orchestration	Musical Pit Orchestra/Musical Theatre
Gospel Choir	New Music Ensemble
Guitar	Operetta/Musical Theatre
Jazz Improvisation	Recording Studio
Music Technology	Solo Voice
<p>Technical Theatre</p> <p>Core Curricular Areas</p> <p>The Technical Theater Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in Technical Theater. Concepts and aesthetics are taught using contemporary teaching methods that utilize state-of-the-art equipment. Professionally-produced events in our Concert Hall, thrust-stage theater, and black-box theater provide our students with practical hands-on work experiences.</p>	

Course Offerings

Please note: In each department, not all courses are offered each year.

All of the following courses are required and sequential pending budget. Active and consistent participation in class work is essential for the completion of each course.

Most courses require production projects as well as written research/analytical assignments or projects. All Technical Theater curricula provide students with hands-on, project-based learning opportunities to work in various aspects of the field. **Note:** After-school shop and crew calls are required.

Grade 7

Lesson 1: Intro to Stage Lighting

Students will demonstrate a basic knowledge of the 4 functions of light: Visibility, Mood, Focus and Modeling by identifying these elements in freeze frames from movies.

Lesson 2: Sound Effects

Students will demonstrate an ability to choose and execute appropriate sound effects (using their bodies, instruments, or sound effects CD), by creating, planning and performing a skit involving 15 or more sound effects.

Lesson 3: Props

Students will demonstrate an ability to distinguish props from costumes and set dressings, and be able to create a prop table by deciding which items out of a box are props and by creating a prop table from those items.

Lesson 4: Publicity

Students will demonstrate a basic knowledge of effective publicity by creating a poster advertising the play Arsenic and Old Lace.

Lesson 5: Costumes

Students will demonstrate an understanding of how to create costumes by selecting a fairy tale, and making “costumes” out of newspaper for that story.

Grade 8

1. Explain the basic physical and chemical properties of the technical aspects of theater (e.g., light, color, electricity, makeup)
2. Analyze a variety of texts from cultural and historical perspectives to determine production requirements
3. Demonstrate the ability to apply aesthetic criteria to make artistic choices
4. Develop designs that use visual and aural elements to convey environments that clearly support the text
5. Demonstrate an understanding of the safety requirements and efficient use of tools and materials used in the theater shop
6. Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
7. Explain how scientific and technological developments have impacted set, light, sound, and costume design and implementation for theater, film, television, and electronic media productions
8. Identify the primary duties of a stage technician
9. Create production schedules, stage management plans, promotional ideas, and business and house procedures for a dramatic production

10. Identify career opportunities for students trained in the technical aspects of theater
11. Develop a resume for work experience in professional venues
12. Assess the effectiveness of stagecraft as it affects a specific dramatic production
13. Demonstrate the ability to strike a set after production

Grade 9

Introduction to Theater Technology – This course introduces students to technical systems and standard technical Theater practices. The course emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. Collaborative teamwork is a specific focus of the course.

Beginning Drawing – Introduction to composition, line and rendering in black and white drawing media. Students will learn basic techniques for descriptive and expressive use of drawing media.

Principles of Design – Introduction to the Principles of Design; for the appreciation and experience of design as an aesthetic, distinct from the other arts, and awareness of design considerations as manifested in theatrical productions. Students continue their drawing progression with rendering and explore period style elements through a survey of art, architecture, fashion, and furniture.

Theater Production 1 – All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 10

Technical Drawing I – Introductory Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. Students will use prior knowledge to begin producing working drawings of scenic elements.

Introduction to Video Production – This class will provide an introduction to Digital Video production by taking participants through the process of producing a class project (production process). Students will learn how to take an idea/vision through the process of preproduction, production and postproduction, resulting in a final product. Emphasis on the art of lighting, audio and camera work for video.

History of Dramatic Literature – A study of the development of scripts, the physical Theater, and means of production from ancient Greek and Roman societies through contemporary Theater. The course emphasizes Theater's changing role in society.

Stagecraft – Students receive instruction in building, rigging, and handling of stage scenery and stage props, with special attention given to the proper use of tools, materials, and stage hardware. Although the emphasis will be on practices for Theater in all venues, there will be an element of the practical, day-to-day "nuts and bolts" process of Technical Theater. Students will use script analysis, images, visual research to explore lighting concepts. They will also work to develop oral, written and visual communication of lighting ideas. Students will learn the history of sound design, as well as how music and the recording of sound have changed throughout the years, and also learn how to approach a script and apply sound design to it. Students will

develop creative responses to plays and characters by learning and implementing the theatrical vocabulary associated with the history of costuming and costuming techniques.

Theater Production 2 – All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 11

Technical Drawing II – Intermediate mechanical drawing techniques and projection theories are applied to computer application, including AUTOCAD, Vectorworks, and 3DS Max. Students examine scripts and designs from theater productions, apply previous knowledge, and create working drawings using the computer.

Career Management/Portfolio Creation – Students explore available career options in Technical Theater, develop and refine a professional portfolio concept, and create appropriate documentation (resume, cover letter, etc.) in preparation for professional or college interview evaluations.

Lighting Technology – The development and communication of lighting ideas. Includes script analysis, images, visual research, and lighting concepts. Focus on the observation of light and the development of oral, written, and visual communication of lighting ideas. Practice in the translation of lighting ideas into actual designs. Students create light plots using Vectorworks and lighting paperwork, to explore realistic lighting styles.

Sound Design/Sound Technology – An introductory class to the fundamentals of sound technology and the artistry of sound design through understanding the physics of sound and the tools by which you manipulate sound. Students become familiar with the setup and use of audio components, sound systems, and audio signals. Students study the history of music, recording, and sound design. They will learn how to apply sound design to scripts.

Theater Production 3 – All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 12

Technical Drawing III – Advanced mechanical drawing techniques and projection theories are applied to computer application, including AUTOCAD, Vectorworks, and 3DS Max. Students analyze scripts from theater productions, develop original designs, refine technical requirements and produce complete sets of design/working drawings on the computer.

Theatrical Collaboration – An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern Theater, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research.

Art History for Theater – This course takes a chronological approach in studying major art forms and periods from ancient Egypt to the present. Emphasis is placed on periods and countries that are most important to American Theater.

Survey of Design for Theater – This course will examine theories of scenic design

as currently practiced, as well as historical traditions for use of performance space. Important designers' work will be examined with emphasis on the social, political and cultural milieu at the time of their creation.

Theater Production 4 – All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Purpose

The purpose of the proposed charter school is to facilitate cooperation between Diamond Cut Performing Arts Academy and the community of Little Rock, Arkansas, to:

A. Improve student learning;
B. Increase the choice of learning opportunities;
C. Encourage innovative learning methods;
D. Decrease the drop-out rate and increase the completion rate;
E. Enhance education programming; provide an increase in the portfolio of educational options and choice in program design in Arkansas through the introduction of:

1. Extended and flexible time options;
2. Personalized teaching achieved by diagnostic testing; and
3. Small learning communities.

GOALS

Diamond Cut Performing Arts Academy will have the capacity to provide individualized instruction, technology-based instruction as well as direct instruction with highly qualified educators. Self-directed pacing and teacher-led, self-contained environments are available within the system. Project-based, group-oriented, and structured classrooms are developed according to the needs of the community and the student. The population of students served through Diamond Cut Performing Arts Academy range from at-risk, credit-recovery students to students with the capacity to accelerate their education effectively. Diamond Cut Performing Arts Academy will create high levels of expectations for students, no matter the specific proficiency level of the student population. The underlying goal integrating every academic plan, action, and strategy is to personalize education for each student.

OBJECTIVES

- A. Achieve a reduction in the dropout rate.
- B. Provide an annual School Improvement Plan.
- C. Maintain a thorough program of effective staff training.

- D. Maintain a well-defined and effective communications system whereby parents have access to the Diamond Cut Performing Arts Academy Board and Administration.
- E. Pre-test and post-test students to document achievement and provide information needed to improve the academic system.
- F. Provide a fundamental education enabling students to go into the higher education forum of their choice.
- G. Provide specialized programs, such as ESL or Special Education services, based on student needs.
- H. Provide the needed remediation in skill areas of reading, math, writing, literacy, and other basic subjects.
- I. Motivate students to accept responsibility for their own education and become lifetime learners.
- J. Employ highly qualified teachers.

STUDENT OBJECTIVES

- A. Remediate each student, based on individual need, and provide each with a Personalized Education Plan.
- B. Bring each student to grade level and/or his/her maximum potential through a system of mastery based, technology-rich, personalized curriculum, and learning center procedures.
- C. Cause each student to accept responsibility for his/her own education and become lifetime learners.
- D. Cause each student to achieve the educational foundation needed to pursue desires for higher education.
- E. Motivate each student to understand his/her personal value as a human being and have a high level of self-esteem.
- F. Cause each student to learn to set learning objectives daily in order to achieve long- term educational goals.

12. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
1. 100% of Diamond Cut Performing Arts Academy students will be enrolled in a performing arts course.	Student Schedules	Diamond Cut Performing Arts Academy will assess this goal annually.
2. 80% of Diamond Cut Performing Arts Academy students will participate in a performances during the school year.	Student participation in performances.	Diamond Cut Performing Arts Academy will assess this goal annually.
3. 100% of Diamond Cut Performing Arts Academy students will have a post-secondary plan for college or career. .	Post-secondary plans developed by students.	Diamond Cut Performing Arts Academy will assess this goal annually.

13. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Goals #1 thru #3:

Diamond Cut Performing Arts Academy students will demonstrate measurable student success in literacy, math, science, drama, dance, fine arts, music, and technical theatre. The student population at Diamond Cut Performing Arts Academy will be diverse made up of many types of students. There are four main types of students:

Type 1: Students that enter on grade level looking for a more personalized learning environment. These students enter with life goals like the traditional high school students.

Type 2: Students that enter on or slightly below grade level due to life circumstances outside the school and are looking to complete high school and begin the next phase

of life. This would include our students who at a young age became parents, non-traditional students (over 18 years old) and students under 18 that work to help support their family.

Type 3: Students that enter severely behind in credits. These students often support the theory they are too far behind to catch up.

Type 4: Students that enter Diamond Cut Performing Arts Academy and “catch up” and become “BACK ON TRACK” to graduation.

The Diamond Cut Performing Arts Academy model brings the portion of our mission statement “provide opportunities in the performing arts and enrich the lives of students academically and their lifelong ambitions” alive. Personalized learning is at the core of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, extended day services and exposure to college campuses, Diamond Cut Performing Arts Academy is committed to assisting students in accomplishing not only their goals but their dreams. Diamond Cut Performing Arts Academy will strive to employ committed adults that approach their job with passion and work every day to make a difference in their students. Diamond Cut Performing Arts Academy is unique and therefore the staff must think outside the box to ensure all students succeed. Diamond Cut Performing Arts Academy will offer a learning environment that meet the individual needs of our students regardless of their background or current situation. In understanding this aspect of the model, it is understandable that we must look at various data sets before determining what makes a student successful. In setting goals 1-4, Diamond Cut Performing Arts Academy will strive to keep the diverse types of students in mind and therefore want to collect multiple measures of assessment to determine success. In addition to monitoring our graduation rate, expectations on state assessment, and college enrollment numbers (found in other goals).

Diamond Cut Performing Arts Academy will look at three key pieces of data:

1. State Assessments -- Do our students make progress Spring to Spring on the mandated state assessment. (Currently ACT Aspire)

2. Norm Reference National Comparisons: Are our students growing at the national norm? (Currently MAP)

3. How many units of study (credits earned) do students demonstrate mastery over the course of time they spend at Diamond Cut Performing Arts Academy?

Looking at research, it has been determined that every student is unique and therefore there is no one piece of data that can tell the whole story behind student's success as each success story is different and comes with a different set of circumstances. Diamond Cut Performing Arts Academy will accept the challenge of meeting each individual student needs and in return would like to measure success in

multiple ways.

14. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

HIGH SCHOOL COURSES

Language Arts (9-12 Grade 4.5 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Language Arts Grade 7	7	2021	-
Language Arts Grade 8	8	2021	-
English 9	9-12	2021	1
English 10	9-12	2021	1
English 11	9-12	2021	1
English 12	9-12	2021	1
Oral Communications	9-12	2021	0.5
Drama	9-12	2021	0.5
Journalism	9-12	2021	1

Total Language Arts Units 4.5

Science (9-12 Grade 3 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Science 7	7	2021	-
Science 8	8	2021	-
Biology	9-12	2021	1
Chemistry	9-12	2021	1
Earth Science	9-12	2021	1
Physical Science	9-12	2021	1
Environmental Science	9-12	2021	1

Total Science Units 3

Fine Arts (9-12 Grade .5 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Art I	7-12	2021	1
Visual Art II	7-12	2021	1
Visual Art III	7-12	2021	1
Visual Art IV	7-12	2021	1
Art History (Prehistoric to Renaissance)	7-12	2021	1
Art History (Baroque to Postmodern)	7-12	2021	1
Studio Art 2-D (.5 credit)	7-12	2021	0.5
Studio Art 3-D (.5 credit)	7-12	2021	0.5
Drawing I	7-12	2021	1
Drawing II	7-12	2021	1
Drawing III	7-12	2021	1
Printmaking	7-12	2021	1
Painting I	7-12	2021	1
Painting II	7-12	2021	1
Ceramics I	7-12	2021	1
Ceramics II	7-12	2021	1
Sculpture	7-12	2021	1
Band I	7-12	2021	1
Introduction to Band	7-12	2021	1
Band II	7-12	2021	1
Band III	7-12	2021	1
Band IV	7-12	2021	1
Orchestra I	7-12	2021	1
Orchestra II	7-12	2021	1
Orchestra III	7-12	2021	1
Orchestra IV	7-12	2021	1
Jazz Band I	7-12	2021	1
Jazz Band II	7-12	2021	1
Jazz Band III	7-12	2021	1
Jazz Band IV	7-12	2021	1
Music Lab I	7-12	2021	1
Music Lab II	7-12	2021	1

Music Lab III	7-12	2021	1
Music Lab IV	7-12	2021	1
Guitar I	7-12	2021	1
Guitar II	7-12	2021	1
Guitar III	7-12	2021	1
Guitar IV	7-12	2021	1
Piano I	7-12	2021	1
Piano II	7-12	2021	1
Piano III	7-12	2021	1
Piano IV	7-12	2021	1
Vocal Music I	7-12	2021	1
Vocal Music II	7-12	2021	1
Vocal Music III	7-12	2021	1
Vocal Music IV	7-12	2021	1
Music Appreciation (.5 credit)	7-12	2021	0.5
Visual Art Appreciation (.5 credit)	7-12	2021	0.5
Theatre Appreciation (.5 credit)	7-12	2021	0.5
Dance Appreciation (.5 credit)	7-12	2021	0.5
Music Theory	7-12	2021	1
Music Technology	7-12	2021	1
Theatre I	7-12	2021	1
Theatre II	7-12	2021	1
Theatre III	7-12	2021	1
Dance I	7-12	2021	1
Dance II	7-12	2021	1
Dance III	7-12	2021	1
Dance IV	7-12	2021	1
Stagecraft I	7-12	2021	1
Stagecraft II	7-12	2021	1
Stagecraft III	7-12	2021	1

Total Fine Arts Units .5

Social Studies (9-12 Grade 3 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Social Studies 7	7	2021	-
Social Studies 8	8	2021	-
Civics	9-12	2021	0.5
Economics with Personal Finance	9-12	2021	0.5
United States Government	9-12	2021	0.5
World Geography	9-12	2021	0.5
United States History Since 1890	9-12	2021	1
World History Since 1450	9-12	2021	1
Arkansas History	9-12	2021	0.5
African American History	9-12	2021	0.5

Total Social Studies Units 3

Career & Technical Education (9-12 Grade 8 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Introduction to Criminal Justice	9-12	2021	1
Criminal Law	9-12	2021	1
Foundations of Law Enforcement	9-12	2021	1
Food Safety and Nutrition	9-12	2021	1
Family and Consumer Sciences	9-12	2021	1
Dynamics of Human Relationships	9-12	2021	1
Human Behavior and Disorders	9-12	2021	0.5

Computer Science with Programming/ Coding Emphasis Level 1	7-12	2021	0.5
Computer Science with Programming/ Coding Emphasis Level 2	7-12	2021	0.5
Computer Science with Networking/ Hardware Emphasis Level 1	9-12	2021	0.5
Computer Science with Networking/ Hardware Emphasis Level 2	9-12	2021	0.5
College and Career Readiness	7-12	2021	0.5
Marketing Business Enterprise	9-12	2021	1
JAG High School AE	9-12	2021	1
Economics, Personal Finance, & Financial Literacy Exploration	9-12	2021	1

Total Career & Technical Education Units 8

Mathematics (9-12 Grade 4 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Math 7	7	2021	-
Math 8	8	2021	-
Algebra 1	9-12	2021	1
Geometry	9-12	2021	1
Algebra 2	9-12	2021	1
Pre-Calculus	9-12	2021	1
Advanced Topics	9-12	2021	1

and Modeling in Mathematics			
Algebra 3	9-12	2021	1

Total Mathematics Units 4

Other Courses (9-12 Grade P.E. .5 and Health .5 Units Required) 7-8 Grade No Credit Units unless approval has been received from ADESE

Course Name	Grades Offered	Year of Introduction	Credit Unit
Spanish 1	7-12	2021	1
Spanish 2	7-12	2021	1
Health and Wellness	7-12	2021	0.5
JROTC Health	7-12	2021	1
Physical Education	7-12	2021	1
Personal Fitness for Life	7-12	2021	0.5
Recreational Sports and Activities	7-12	2021	0.5
Outdoor Pursuits	7-12	2021	0.5
Athletics	7-12	2021	0.5
JROTC Physical Education	7-12	2021	1
French 1	7-12	2021	1
French 2	7-12	2021	1
Air Force JROTC I	7-12	2021	1
Army JROTC I	7-12	2021	1
Marine JROTC I	7-12	2021	1
Navy JROTC I	7-12	2021	1

Total Other Course Units 1

AP and Honors Courses

Course Name	Grades Offered	Year of Introduction	Credit Unit
ADE Approved English 9 Honors	9-12	2021	1
ADE Approved English 10 Honors	9-12	2021	1
ADE Approved English 11 Honors	9-12	2021	1

ADE Approved English 12 Honors	9-12	2021	1
ADE Approved Oral Communication Honors	9-12	2021	1
ADE Approved Journalism Honors	9-12	2021	1
ADE Approved Drama Honors	9-12	2021	1
ADE Approved Language Arts Honors	9-12	2021	1
AP Biology	9-12	2021	1
AP Chemistry	9-12	2021	1
AP Physics 1	9-12	2021	1
AP Physics 2	9-12	2021	1
AP Physics B	9-12	2021	1
AP Physics C: Electricity and Magnetism	9-12	2021	1
AP Physics C: Mechanics	9-12	2021	1
AP Environmental Science	9-12	2021	1
AP Calculus AB	9-12	2021	1
AP Calculus BC	9-12	2021	1
AP Statistics	9-12	2021	1
AP Spanish Language	9-12	2021	1
AP Spanish Literature	9-12	2021	1
AP French Language	9-12	2021	1
AP German Language	9-12	2021	1
AP Italian Language & Culture	9-12	2021	1
AP Latin Vergil	9-12	2021	1
AP Japanese Language &	9-12	2021	1

Culture			
AP Chinese Language & Culture	9-12	2021	1
AP Music Theory	9-12	2021	1
AP Art History	9-12	2021	1
AP Studio Art Drawing Portfolio	9-12	2021	1
AP Studio Art 2-D Design Portfolio	9-12	2021	1
AP Studio Art 3-D Design Portfolio	9-12	2021	1
College Board Advanced Placement (AP) Computer Science Principles Level 1 (0.5 Credit)	9-12	2021	0.5
College Board Advanced Placement (AP) Computer Science Principles Level 2 (0.5 Credit)	9-12	2021	0.5
College Board Advanced Placement (AP) Computer Science A Level 1 (0.5 Credit)	9-12	2021	0.5
College Board Advanced Placement (AP) Computer Science A Level 2 (0.5 Credit)	9-12	2021	0.5
AP United States History	9-12	2021	1
AP World History	9-12	2021	1
AP US Government and Politics	9-12	2021	1
AP Human Geography	9-12	2021	1
AP Psychology	9-12	2021	1
ADE Approved AP	9-12	2021	0.5

Macroeconomics & Personal Finance (.5 credit)			
ADE Approved AP Microeconomics with Personal Finance (.5 credit)	9-12	2021	0.5
AP Macroeconomics	9-12	2021	1
AP Microeconomics	9-12	2021	1
AP European History	9-12	2021	1
AP Comparative Government & Politics	9-12	2021	1
Gifted/Talented Seminar	9-12	2021	1
AP Capstone	9-12	2021	1

Total Other Course Units _____

High School Course Requirement Checklist	Units Listed
Language Arts (4.5 Units Required)	4.5
Science (3 Units Required)	3
Fine Arts (.5 Units Required)	.5
Social Studies (3 Units Required)	3
Career & Technical Education (8 Units Required)	8
Mathematics (4 Units Required)	4
Other (1 Units Required)	1
Total (24 Required)	24

15. Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

Diamond Cut Performing Arts Academy will have a distinct methodology designed to re-engage the disengaged, through the performing arts, and prevent the diminished learning conditions of students. Diamond Cut Performing Arts Academy will employ a student-centered delivery of content that motivates the individual in cognitive and competency skills thereby providing sustainable learning environments characterized by personalization. Each student matters and opportunity exist because the system will be designed to focus educators on the personal progress of every learner. Decision-making, goal setting, consistent monitoring; these are all components of 21st century learning. The ability to place these components in the hands of students who formerly struggled in conventional systems positions is essential. Students

should experience personal and educational success, which will motivate them to complete their program of study.

INNOVATIVE AND PERSONALIZED

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers will be trained to understand their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the “learned content” on tests, quizzes or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in the process. While there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner capacity skills that may not be present or developed in some students--especially those students currently at risk. Instead, educational systems must be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Diamond Cut Performing Arts Academy, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Diamond Cut Performing Arts Academy with unique learning styles, strengths and weaknesses, and personal skill sets are all specific to each student. Recognizing these differences, and creating differentiated approaches for each, will be the heart of the Diamond Cut Performing Arts Academy system. The unique quality of Diamond Cut Performing Arts Academy will be its distinct focus on the learning process rather than the teaching process. Diamond Cut Performing Arts Academy will accomplish this through the Performing Arts:

A. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey)

B. Delivery (i.e., the process of transferring or replicating information)

C. Data (i.e., the process of gathering, assessing and charting the journey according to results)

DIAGNOSTICS

To provide effective academic progress, educators must focus on the “learning” process. The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles. In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic

“location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, Diamond Cut Performing Arts Academy will address the following diagnostic testing concerns using an effective battery of diagnostic tests:

- A. Grade Equivalency
- B. Credit or Grade Achievement
- C. Literacy Usage and Content
- D. Math Competency
- E. Learning Style Inventories
- F. Information Processing Skills
- G. Student Engagement Assessment

In so doing, the Diamond Cut Performing Arts Academy diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student. Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Diamond Cut Performing Arts Academy teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information);
- B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator);
- C. Connected Instruction (i.e., a style of instruction centered around a project-based

environment).

Each of these styles is defined by several characteristics:

- A. Who (or what) directs the instruction?
- B. Who paces the learning process?
- C. Who is central to the process?
- D. How much structure is needed?
- E. What level of content is typical?
- F. How much differentiation (or individualization) is possible?
- G. What are the specific transfer modes?
- H. What type of learning occurs?

While the distribution will vary slightly according to the needs of the individual student, Diamond Cut Performing Arts Academy will implement the following differentiated styles of instruction:

- A. Direct Instruction 60%
- B. Independent Instruction 10%
- C. Connected Instruction 30%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- A. Student will be in a cohort environment.
- B. Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
- C. Student will be involved in content progression in a concentrated 3-hour format.
- D. Learning labs will be utilized for independent instruction.
- E. Students will be involved in state testing preparation for ½ hour.
- F. Students will be involved in project-based “learning-style specific” learning

experiences for the balance of the school day.

G. Student's learning styles are diagnosed and integrated by educators.

DATA

Diamond Cut Performing Arts Academy will implement data-driven decision making, three primary features of which are:

A. Data will always focus on results rather than intentions.

B. Data will always focus on relevance of information.

C. Data will always focus on redirection as necessary.

The heart of “difference-making” instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the campus. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

GATHERING DATA

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as the campus.

TYPES OF DATA

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments, such as state-mandated end-of-course exams, give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

RELEVANCE OF DATA

Gathered data that drives decisions must be relevant. To focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

TIMELY DATA

Benchmarking, as well as any assessments, will be timely and planned. Many times caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

ASSESSMENT OF DATA

Gathering data is only the first step in decision making. Once the data has been gathered, Diamond Cut Performing Arts Academy will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

CREATING CHANGE

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used and valued. Campus decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

INTERVENTIONS

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

TEAM MEETINGS

Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the following tasks:

- A. Identify and map objectives
- B. Create schedules for learning
- C. Develop formative assessments
- D. Establish criteria for success

E. Assess student progress

F. Assign interventions

FORMATIVE ASSESSMENTS

Diamond Cut Performing Arts Academy will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not demonstrating positive progress. These strategies will be by direction rather than invitation.

INTERVENTION STRATEGIES

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

A. Student-Centered

1. Two co-curricular activities
2. Peer mentors
3. Student council watch
4. Privilege systems

B. Faculty-Centered

1. Faculty advisors (cohorts)
2. Team attendance meetings
3. Good Friend advisors
4. Guided study

C. Parent-Centered

1. Parent Monitoring
2. Parent communications
3. Three-week progress reports
4. Daily progress reports

D. Students are taught to be leaders. Diamond Cut Performing Arts Academy utilizes the “Seven Habits” concept first documented by Stephen Covey to train, guide, and teach students to lead.

These “Seven Habits for Effective Students” include:

- A. Be proactive
- B. Begin with the end in mind
- C. Put first things first

- D. Think win-win
- E. First understand, then be understood
- F. Synergize
- G. Sharpen the saw

Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student's growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life.

INDEPENDENT

The learning experience at Diamond Cut Performing Arts Academy will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Diamond Cut Performing Arts Academy will utilize strategies focused on a student's unique learning style and ability to develop personalized learning that becomes a natural part of the student's life. Students work on credit courses independently, while receiving focused assistance with their studies and high-stakes testing. Students can progress at their own pace, using the leadership habits, character qualities, and independent learning capacities.

ENCOURAGING

Many students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation and students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who "get it." For that reason, Diamond Cut Performing Arts Academy will provide students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

LEARNERS

At Diamond Cut Performing Arts Academy, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Diamond Cut Performing Arts Academy teachers will be continually learning. Diamond Cut Performing Arts Academy will utilize the dimensions of "Professional Learning Communities" to develop the whole-school concept of campus culture. These Professional Learning Community dimensions include:

- A. Supportive and shared leadership
- B. Shared values and vision

C. Collective learning and application of learning

D. Supportive conditions

E. Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Diamond Cut Performing Arts Academy will focus on the learning process rather than the teaching process.

CLIMATE

Diamond Cut Performing Arts Academy will utilize “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

A. Practicing quality choices

B. Knowing each student

C. Shepherding students

D. Blending professional and personal interactions

E. Providing honest, valuable and significant feedback

F. Practicing the art of rewarding students (praise + belief)

G. Training and teaching positive habits and characteristics

H. Doing the “extra” to encourage students

EFFECTIVE INSTRUCTION

The learning experience at Diamond Cut Performing Arts Academy will be created to allow teachers to know the student. Diamond Cut Performing Arts Academy will utilize strategies focused on knowing a student, consistently measuring the student's progress, and creating environments for learning based on that knowledge. Teachers use research-based diagnostics, including Learning Style Inventories, content measurements, and equivalence tests. All teachers develop differentiated instruction for all students using directive, independent, and advanced models. Students receive differentiated instruction through technology and self-directed learning experiences.

SCHOOL DAY AND YEAR

To be responsive to the community and sensitive to the needs of our parents, Diamond Cut Performing Arts Academy will follow the school year calendar of Little Rock School District. School days customarily begin at 8:45 am to 4:00 pm for staff members with a duty-free lunch period of 30 minutes. Student schedules for the day are flexible. Instructional periods are grouped into one full A day and B day block schedule. Seventh through eleventh graders are required to attend the full day session while twelfth grade students can attend one or both 90-minute morning classes.

16. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.

Dr. Anthony D. Bland Foundation, Inc. will develop a team of writers, editors, proofreaders, and graphic artists to develop an innovative, individualized curriculum for use. Dr. Anthony D. Bland Foundation, Inc. will develop a Curriculum Department that will align the curriculum to the Arkansas Academic Standards in the spring of 2021. Dr. Anthony D. Bland Foundation, Inc. will form the foundation of this curriculum. With use of performing arts and technology, the curriculum will be enhanced to include an increasing number of interactive and Internet-based features. Course offerings includes core subjects of social studies and history, math, language arts, and science, as well as a variety of electives. The Dr. Anthony D. Bland Foundation, Inc. curriculum will be designed to be utilized with the differentiated styles of instruction, i.e.:

- A. Direct Instruction
- B. Independent Instruction
- C. Connected Instruction

The curriculum at Diamond Cut Performing Arts Academy will be aligned with the Arkansas Academic Standards. The curriculum will offer the required 38 units of study. Further, a yearly curriculum review will occur in order to determine its continued alignment with Arkansas State Standards.

17. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

a) Guidance program

Does the applicant intend to have an approved Arkansas School Counseling Plan? Will the guidance counselors have an Arkansas Teaching License? Will the guidance counselors provide services other than career advice (mental health, social-emotional counseling)?

Diamond Cut Performing Arts Academy will have an approved Arkansas School Counseling Plan. Each Counselor will have an Arkansas Teaching License. All Counselors will be certified to provide academic, career, mental health, and social-emotional counseling.

b) Health services

Diamond Cut Performing Arts Academy will offer a health services program that will serve all students. This program will be anchored by the hiring of a full-time registered nurse. Diamond Cut Performing Arts Academy will comply with all state regulations when hiring this position. This program will include medical recordkeeping (in compliance with privacy statutes), immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

c) Media center

In compliance with state standards, Diamond Cut Performing Arts Academy will have a media center, run by a full-time media specialist, available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. At least one computer will also be made available.

d) Special education, including appropriate state assessments for special education students

The term "Special Education" means specially designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality support to students, educators, and families for the success of students with disabilities. When IEPs must be in Effect Diamond Cut Performing Arts Academy shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Diamond Cut Performing Arts Academy will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting. Initial Evaluation-Referral of students for a full and individual initial evaluation for possible special education services is a part of the Diamond Cut Performing Arts Academy overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general

classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a “student with a disability” in accordance with federal and state requirements and the educational needs of the student. In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; what the communication needs of the student are; and whether the child needs assistive technology devices/services. Diamond Cut Performing Arts Academy will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. Extended School Year Services are defined as special education and related services that are provided to the child with a disability beyond the regular school year, as necessary to provide Free Appropriate Public Education (“FAPE”) as determined by a child's IEP. Diamond Cut Performing Arts Academy will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, Diamond Cut Performing Arts Academy shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided all other students. In addition, Diamond Cut Performing Arts Academy will ensure that each child with a disability participates with nondisabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities available to all students. For each student beginning at age 16, and younger if appropriate, and updated annually, Diamond Cut Performing Arts Academy will develop a statement of the transition

service.

Special Education Assessments:

Diamond Cut Performing Arts Academy will follow all Rules and Regulations of ADESE and Arkansas State Laws concerning Special Education Assessments. All students are expected to participate in state assessments. Students with disabilities who are served in their school districts under an Individualized Education Program (IEP) as required by the Individuals with Disabilities Education Act Amendments of 2004 (IDEA) and Every Student Succeeds Act (ESSA), signed by the President on December 10, 2015, shall be assessed in one of two ways:

1. ACT Aspire with accommodations for grades 3-10.

OR

2. Students with significant disabilities, for whom the ACT Aspire assessment is not appropriate, shall participate in the following assessments:

Dynamic Learning Maps (DLM) Alternate Assessment System for grades 3-10 in ELA, math, and science.

The content standards are the same for all students in Arkansas. The difference for students with significant cognitive disabilities is the manner in which they are assessed. The results of the DLM should demonstrate progress toward meeting the Arkansas standards.

e) Dyslexia Services

The school identifies students for characteristics of dyslexia through the Response to Intervention (RTI) process, screenings, and through the referral process. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Multisensory Teaching Approach (MTA) program. MTA is a program for the remediation of Dyslexia and other reading disabilities. This program is an Orton-Gillingham multisensory approach to teaching reading that combines visual, auditory and kinesthetic (or muscle) instruction. It teaches the science of the written language and addresses reading, handwriting, and spelling.

f) Transportation

Diamond Cut Performing Arts Academy will provide ten buses for transportation services. However, parents will have the option to transport the student.

g) Alternative education

Diamond Cut Performing Arts Academy will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Diamond Cut Performing Arts Academy embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. Key areas of alignment appear in multiple areas described in this document; however, several of these areas stand out as promoting success in serving a targeted student population, school dropouts. These areas are Program Evaluation and Professional Development to improve teaching and learning at an atypical school. Dr. Anthony D. Bland Foundation, Inc. offers innovative, non-typical approaches to the instruction of this population, leading them to become lifetime learners. For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed. The Diamond Cut Performing Arts Academy staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. Not only preventing them from becoming dropouts, the Diamond Cut Performing Arts Academy individualized approach assists this population to a successful career, and potentially a higher education experience.

h) English Language Learner (ELL) instruction including appropriate state assessments for ELL students

Diamond Cut Performing Arts Academy will offer a program that serves students identified as students of limited English proficiency in English. All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension). Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.

i) Gifted and Talented Program

Diamond Cut Performing Arts Academy will offer a gifted and talented program. All Arkansas Department of Education Regulations Governing Gifted and Talented Program Approval Standards, will be followed. A gifted and talented certified teacher will be hired to oversee this program and ensure all Arkansas Department of Education and Arkansas State laws are followed concerning the program.

18. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged

subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

As per Section 6.07.1.14.1 of the Arkansas Department of Education Rules for Governing Charter Schools and/or any and all applicable federal and state laws, Diamond Cut Performing Arts Academy will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will Diamond Cut Performing Arts Academy discriminate against students with special education needs or those qualified as English Language Learners. The primary focus of this campus will be to positively impact the lives of all students that attend Diamond Cut Performing Arts Academy. It will be the intention of Diamond Cut Performing Arts Academy to enroll students from all walks of life, regardless of socioeconomic status. Information regarding the vision of Diamond Cut Performing Arts Academy will be readily available to all parents, students, and stakeholders via the Diamond Cut Performing Arts Academy campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website. To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will be in place to increase visibility for Diamond Cut Performing Arts Academy. This will be achieved through the use of campus-specific postcards, banners, signs, and potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact Diamond Cut Performing Arts Academy to learn more about the campus, as well as how to enroll.

19. Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school. If box 1 and/or 2 are checked, explain the policy.

Children of founding members of the charter _____

Siblings of enrolled students _____

No enrollment preferences _____ **X** _____

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

N/A

21. It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms

of the charter, except as allowed for in Ark Code Annotated §6-23-306(14)(C).

Yes ☒

No ☐

22. Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Should more individuals apply for admission to Diamond Cut Performing Arts Academy than can be accommodated under the terms of the charter, a random, anonymous lottery will take place in order to allow all eligible, interested students a fair and balanced opportunity to enroll at the campus. Lottery proceedings will occur at the Diamond Cut Performing Arts Academy campus, and be governed by the Campus Director, as well as being overseen by a community leader along with available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Program Coordinator will be notified in advance of the lottery.

23. Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

If a student vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position. This will ensure that the current enrollment stays consistent and that all students on the waiting list has the same opportunity to be enrolled in the school.

24. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement template for each individual listed.

N/A

25. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

The Executive Director will oversee the hiring of school personnel, and school administration. Campus Director and Assistant Campus Directors will oversee and hire campus support staff and instructional staff. The personnel staff shall be the Campus Director, Campus Assistant Director, and Campus Administrative Assistant. The instructional and campus support staff shall be teachers, special education teachers, instructional aides, campus attendance secretary, campus registrar, campus nurse, campus media specialist, and campus counselor. The Campus Director and Assistant Campus Directors will be responsible for on-site operations and accountability as prescribed by the state of Arkansas. One teacher will be identified as the Testing Specialist. The Executive Director is responsible to ensure that all staff conform to the following practices and procedures.

ACCOUNTING

Diamond Cut Performing Arts Academy shall comply fully with the following:

- A. generally accepted accounting principles (GAAP);
- B. the Financial Accountability System Resource Guide; and
- C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards.

Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Diamond Cut Performing Arts Academy shall operate on a fiscal year beginning July 1 and ending June 30.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$10,000. The applicant shall adhere to the following objectives:

- A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery,

quantity, etc.;

B. make all purchases in the best interests of the school and in accordance with funding source guidelines;

C. obtain quality supplies/services needed for delivery at the time and place required;

D. buy from responsible sources of supply;

E. obtain maximum value for all expenditures;

F. deal fairly and impartially with all vendors;

G. maintain dependable sources of supply; and

H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Diamond Cut Performing Arts Academy supplier relationships. The applicant shall execute a Purchase Order for all purchases, and it shall be approved by the Campus Director for purchases less than \$500, by the Chief Financial Officer for purchases less than \$2500, by the Executive Director and Chief Financial Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the Diamond Cut Performing Arts Academy board of directors for approval with the exception of the purchase of computers already approved in the annual budget. All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Executive Director. The agreement shall identify all the terms and conditions of the lease.

26. Describe the process by which the school governance will adopt an annual budget.

A. The budget shall be developed prior to June 20, approved by the Dr. Anthony D. Bland Foundation Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.

B. Financial statements displaying budget vs. actual results shall be prepared by the Executive Director of Diamond Cut Performing Arts Academy and Chief Financial Officer of Dr. Anthony D. Bland Foundation, Inc. and presented to the Diamond Cut Performing Arts Academy Community Advisory Board at each board meeting. Budget amendments will be approved by the Diamond Cut performing Arts Academy Community Advisory Board of directors prior to changes in eFinance.

C. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the school's approved purchasing

procedures. The expenditure of funds shall be under the direction of the Executive Director who shall ensure that funds are expended in accordance with the adopted budget.

D. The budget shall be amended when a change is made increasing any one of the functional spending categories.

27. Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Division of Elementary and Secondary Education that the school will not open as anticipated.

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 120 ADM. The minimum number of staff is 22 full time positions.

Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs. The school expects it will be able to sustain its core operations solely with state per pupil revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization Dr. Anthony D. Bland Foundation, Inc. has approved a 3-million-dollar donation fund for any shortfall that the school may encounter.

Dr. Anthony D. Bland Foundation, Inc. ends each fiscal year at \$0. All financial support for every program comes from private donors. Therefore, we would be open to provide an audit, in an effort to be transparent, however we do not have any completed audits, based on our financial reporting process. We have several donors prepared to give to the foundation once approval has been received for the charter school. Based on the offers from donors we will be able to provide the 3-million-dollar donation fund for any shortfall that the school may encounter every year the school is in operation.

Federal funds included in the budget were calculated using Average Daily Membership multiplied by the projected number of enrolled students. For Title I A federal fund budget calculations, projected Average Daily Membership for

Economically Disadvantaged students was multiplied by the anticipated funding per pupil amount projected at \$1,000 For IDEA-B federal fund budget calculations, projected Average Daily Membership for students receiving special education services was multiplied by the anticipated funding per pupil amount projected at \$5,272.36.

28. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

ADMINISTRATORS Executive Director, CEO/CFO/COO, Campus Director, etc.	
Position	Executive Director
Reports to	Doctor Anthony D. Bland Foundation Board of Directors
Salary Range	\$130,000.00 - \$160,000.00
Education Required	Master's Degree in Education, Business Administration, or closely related field, Doctoral degree preferred.
Certification Required	Possess or have the ability to possess a Current Arkansas Administration License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred. TESS Credentials preferred.
Experience Required	7+ years of experience in supervising a staff of 10 or more preferred. 7+ years educational administration experience preferred. 7+ years of experience in managing budgets, preferred. 7+ years of vendor management, preferred. 7+ years of experience in supervising a staff of 25 or more preferred.
Job Duties List up to 5 key duties	A. Directly supervises executive staff in accordance with the organization's policies and applicable laws. B. Interviewing, hiring, and training executive employees. C. Planning, assigning and directing work. D. Appraises the performance of staff, rewards and disciplines employees according to Dr. Anthony D. Bland Foundation, Inc. policies and procedures, and addresses and resolves complaints and problems. E. Work to develop a solid professional development program for the school.

Position	Business Manager
Reports to	Doctor Anthony D. Bland Foundation Board of Directors
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's Degree in Education, Business Administration, or closely related field, Doctoral degree preferred.
Certification Required	Possess or have the ability to possess a Current Arkansas Administration License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred. TESS Credentials preferred.
Experience Required	7+ years of experience in supervising a staff of 10 or more preferred. 7+ years educational administration experience preferred. 7+ years of experience in managing budgets, preferred. 7+ years of vendor management, preferred. 7+ years of experience in supervising a staff of 25 or more preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Directly supervises executive staff in accordance with the organization's policies and applicable laws. B. Interviewing, hiring, and training executive employees. C. Planning, assigning and directing work. D. Appraises the performance of staff, rewards and disciplines employees according to Dr. Anthony D. Bland Foundation, Inc. policies and procedures, and addresses and resolves complaints and problems. E. Work to develop a solid professional development program for the school.
Position	Campus Director
Reports to	Executive Director
Salary Range	\$80,000.00-\$110,000.00
Education Required	Master's degree from an accredited College or University, Doctoral degree preferred.
Certification Required	Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred.

	Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred. TESS Credentials.
Experience Required	4+ years of experience in supervising a staff of 10 or more preferred. 4+ years of experience in managing budgets, preferred. 4+ years of vendor management, preferred. 4+ years of experience in supervising a staff of 25 or more preferred. 4+ years experience in managing budgets preferred. 4+ years of vendor management preferred. 4+ years of experience in leadership of curriculum and instruction.
Job Duties List up to 5 key duties	A. Enact disciplinary measures as appropriate after evidence-based discipline breaches have been observed and due process followed. B. Manage, evaluate and supervise clear procedures for the operation and functioning of the school that are in line with the mission and goals of the school and district. C. Manage instructional programs, extracurricular activities, discipline, building maintenance, program evaluation, personnel management, office operations, and emergency procedures systems to ensure a safe and orderly climate. D. Comply with laws, board policies and civil regulations. E. Supervise the school's instructional programs, including observing teachers and classes in addition to teaching as time permits.
Position	Assistant Campus Director
Reports to	Executive Director
Salary Range	\$70,000.00-\$100,000.00
Education Required	Master's degree from an accredited educational institution preferred.
Certification Required	Master's degree, Certification in Educational Leadership, School Principal Certification preferred.
Experience Required	3+ years of experience in supervising a staff of 10 or more preferred. 3+ years of experience in managing budgets, preferred. 3+ years of vendor management, preferred. 3+ years of experience in supervising a staff of 25 or more preferred. 3+ years of experience in managing budgets preferred. 3+ years of vendor management preferred.

	3+ years of experience in leadership of curriculum and instruction.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assist with the management of the school for all grade levels 7 – 12. B. Work with executive director, campus director, school administrators, teaching staff, and support staff. C. Ensure smooth running of school by coordinating a variety of interests, programs, timelines, facility usage, agendas, and budgetary concerns. D. Promote high academic and personal expectations for all students and staff members. E. Administer disciplinary measures as appropriate after evidence-based discipline breaches have been observed and due process followed.

TEACHERS	
Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.	
Position	Classroom Teacher
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.
Experience Required	Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Must have basic knowledge of federal and state education laws. B. Must be computer literate. C. Must have strong organizational, time management, communication, and interpersonal skills. D. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. E. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs).

Position	Special Education Teacher
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Must have a Current Arkansas Standard Teaching License in Special Education (SPED).
Experience Required	Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assess student need in the classroom on a holistic basis. B. Spearhead the formation of an Individual Education Plan each year as a working document for teachers, support staff, administrators, guardians/parents, and other professionals to contribute to in order to ensure best outcomes for teaching. C. Act as a point of contact for internal and external stakeholders. D. Outline accommodation and/or modification and/or alternate programming to classroom tasks. E. Meet with parents/guardians and internal and external stakeholders for an annual review of IEP particulars and program goals, known as Identification, Placement, and Review Committee (IPRC) meetings.
Position	Gifted and Talented Coordinator
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.

Experience Required	Classroom teacher of gifted and talented students in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Develop and implement lesson plans that fulfill the requirements of the gifted and talented program. B. Plan a program of study that meets the individual needs, interests, and abilities of gifted students based on the district's goals and objectives. C. Prepare for classes assigned and show written evidence of preparation. D. Employ a variety of instructional techniques and media which meet the needs and capabilities of gifted students. E. Conduct student assessments and adapt curriculum and lesson plans accordingly, provide differentiation and/or extensions of lessons.
Position	Instructional Facilitator
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.
Experience Required	5+ years Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders by: <ul style="list-style-type: none"> 1. Creating and implementing plans to achieve goals. 2. Promoting continuous and sustainable improvement. B. Ability to promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth by: <ul style="list-style-type: none"> 1. Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations. 2. Creating a personalized and motivating learning environment for students. 3. Developing instructional and leadership capacities of staff. 4. Promoting the use of the most effective and appropriate

	<p>technologies to support teaching and learning.</p> <p>C. Ability to promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources by:</p> <ol style="list-style-type: none"> 1. Collecting and analyzing data and information pertinent to the education environment. 2. Promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. <p>D. Ability to promote the success of every student by acting with integrity, fairness, and in an ethical manner by:</p> <ol style="list-style-type: none"> 1. Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior. 2. Safeguarding the values of democracy, equity, and diversity.
Position	Instructional Aide/Paraprofessional
Reports to	Lead Teacher/Campus Director
Salary Range	\$25,000.00-\$55,000.00
Education Required	Associate degree or equivalent from an accredited College or University preferred.
Certification Required	Teacher's Certificate recommended but not required.
Experience Required	Six months to one-year related experience or training preferred
Job Duties List up to 5 key duties	<p>A. Assist teacher in all areas of work.</p> <p>B. Assist students with academics.</p> <p>C. Distribute lesson plans or assign computer lessons to students.</p> <p>D. Grade student tests.</p>

SUPPORT STAFF Secretary, Nurse, Bus Driver, etc.	
Position	Campus Counselor
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Master's Degree in School Counseling from an accredited College or University preferred.
Certification Required	National Board for Certified Counselors (NBCC) and National Board for Professional Teaching Standards (NBPTS) Certification preferred.
Experience Required	5+ years Counseling experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	A. Create and facilitate effective presentations with groups of prospective students, counselors, teachers and families about school admissions, programs, and post-secondary processes. B. Provide up-to-date information on programs via presentations on campus and off campus. C. Present or facilitate information in a variety of educational, professional and community settings. D. Represent the school and department throughout the community. E. Respond to inquiries from prospective students regarding programs, extracurricular, course load, admissions, registration procedures, student resources, campus facilities, and additional student opportunities. F.
Position	Media Specialist
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's degree from an accredited College or University and valid Arkansas teaching certificate. Arkansas certification as a school LMS.
Certification Required	Arkansas State certification as a school LMS. Master's Degree in Educational Technology from an accredited College or University, Master of Library Science from an accredited College or University, or comparable degree preferred.

Experience Required	5+ years Media Specialist experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assists staff and students with LMC technology. B. Maintains a working knowledge of software and CD-ROMs in the LMC. C. Provides basic instruction to staff or students for equipment use. D. Assists staff with computer and/or Audio Visual (AV) equipment problems. E. Establishes and maintains behavioral standards for students in the LMC F.
Position	Campus Nurse
Reports to	Campus Director
Salary Range	\$40,000.00-\$70,000.00
Education Required	Bachelor's Degree in Nursing and completion of training necessary for licensing as a registered nurse in the State of Arkansas.
Certification Required	Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).
Experience Required	Must have 2+ years of experience in pediatrics and/or public health nursing.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Develops policies, procedures and work standards for school health program. B. Monitors compliance of school health program with federal, state and local laws, regulations and policies. C. Prepares health reports for supervisor, board of education and health department as required. D. Collaborates with other child-support agencies in designing and providing a school health program. E. Provides first aid care and medically prescribed services. F.
Position	Campus Registrar
Reports to	Campus Director

Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Coordinates data processing procedures. B. Handles technical structures of master schedule and data input including registration. C. Coordinates final registration check out for data control. D. Prepares, maintains and supervises the maintenance of all permanent records. E. Mails transcripts of records and processes all withdrawn students and transfer students; archives records per district standards.
Position	Campus Bookkeeper
Reports to	Campus Executive Director & Campus Director
Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Keeps an accurate record of all receipts and disbursements. B. Keeps accurate records and receipts for the funds allotted to the school for the purchase of supplies, equipment, etc. C. Maintains a complete bookkeeping system for the school and all extra-curricular activities/sporting events. D. Maintains files for all purchases that required quotes.

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

A. The Diamond Cut Performing Arts Academy Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Diamond Cut Performing Arts Academy financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

B. The Diamond Cut Performing Arts Academy Board shall review the scope and results of the audit. The Diamond Cut Performing Arts Academy Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.

C. The applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first-year financial audit.

Upon approval of the State Board, the applicant intends to use the following CPA to perform the first-year financial audit:

J. Mason Andres Thomas & Thomas, LLP 201 East Markham, Suite 500 Little Rock, AR 72201
(903) 831-3477

J. Mason Andres Thomas & Thomas meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit;

A. continuous in-house academic program review;

B. immediate action as issues related to campus programs arise;

C. annual Campus Improvement Plan to identify areas that may be lacking; and

D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

30. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes ☒

No ☐

31. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes ☒

No ☐

32. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

The anticipated facility that has been identified at this time is at 600 Colonel Glenn Plaza Loop Little Rock, Arkansas 72210, Diamond Cut Performing Arts Academy will be located within the city limits of Little Rock, Arkansas, in Pulaski County. The focus of the campus will be to reach students in the community who choose to pursue a performing art. Location preference will be given to areas with high concentrations of public housing, and economically disadvantaged families. We are currently looking at

locations within five miles of 600 Colonel Glenn Plaza Loop Little Rock, Arkansas 72210. Additionally, the program is offered as an option for those considered at risk. The effect on enrollment for surrounding school districts will be minimal as Diamond Cut Performing Arts Academy will primarily be composed of those who have the desire to pursue the performing arts.

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

A facility has not been secured at this time.

- 34. If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with: Members of the local board of the public school district where the proposed open- enrollment public charter school will be located, employees of the public school district where the proposed open-enrollment public charter school will be located, The eligible entity sponsoring the open-enrollment public charter school, or Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.**

A facility has not been secured at this time.

- 35. The facility to be used will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.**

Yes ☒

No ☐

- 36. If the facility to be used has been identified and does not currently meet these**

requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

A facility has not been secured at this time.

37. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

Diamond Cut Performing Arts Academy will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School Lunch Program). Diamond Cut Performing Arts Academy will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value. Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced-price meals. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus cafeteria staff will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Diamond Cut Performing Arts Academy will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

38. If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure (1) families have access to the application for free and reduced price school meal benefits; (2) school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt, (3) student's meal eligibility status is maintained as confidential information each time a meal is served (4) a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count) (5) menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards (6) menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

During registration families will have paper and digital access to the application for free and reduced-price school meal benefits. School meal applications (or other means of eligibility determinations) will be approved accurately and within 10 days of receipt of application. Student's meal eligibility status will be maintained as confidential information each time a meal is served. A meal count will be taken at the point of service by eligibility category without identifying a student's eligibility status, adhering to the requirement that it cannot be a tray count. Menus planned will meet the meal pattern requirements for the grades applicable and will meet all food safety standards. Menus will meet the requirements and will be certified to receive the performance-based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

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

If a conflict of interest is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict. The Diamond Cut Performing Arts Academy board of directors adheres to the Employee Conduct and Welfare guidelines. Within the Dr. Anthony D. Bland Foundation, Inc., the board has adopted the following "Code of Ethics and Standards Practices which states:

The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom.

The educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty.

The educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.

The educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.

The educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Conflicts of Interest

The Diamond Cut Performing Arts Academy board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows:

If an individual has a substantial interest in a business entity or real property, he or she shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect

on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

40. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

One of the benefits of a strong charter organization is the ability to provide quality leadership and leadership support to our schools. Dr. Anthony D. Bland Foundation, Inc. will always have a support staff available when needed. Dr. Anthony D. Bland Foundation, Inc. has its own leadership preparation program that trains directors in specific brands. In the case of Diamond Cut Performing Arts Academy, we have competent individuals available should a sudden vacancy occur. We also have experienced administrators available that can step in when needed to ensure continuity of instruction and continued success of the school. Dr. Anthony D. Bland Foundation, Inc. will be very selective in its hiring of a campus director to minimize the potential of a mid-year departure. We will also look for leadership on our campus and identify potential leaders. Once we identify a staff member at Diamond Cut Performing Arts Academy, we will enroll them in our leadership program and provide opportunities on the local campus to develop as an administrator. The philosophy of promoting from within also helps us ensure that the effects of a change in campus leadership is minimal. If a board member resigns a procedure is in place to replace that board member in a timely fashion. The continual training of board members also minimizes the effects of a member leaving before their term is up. With appropriate board training the board can effectively keep serving when a vacancy occurs.

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

This desegregation analysis is in support of Diamond Cut Performing Arts Academy application to the state's charter authorizer. To the extent that Ark. Code Ann. §6-23-106 applies to charter applications, Diamond Cut Performing Arts Academy is required to carefully review the potential impact its operations would have upon the efforts of Little Rock School District (LRSD), Pulaski County Special School District (PCSSD), North Little Rock School District (NLRSD), and Jacksonville-North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Diamond Cut Performing Arts Academy is to be located within the boundaries of the LRSD. Diamond Cut Performing Arts Academy would draw most of its students from the LRSD with a small number of students coming from PCSSD, NLRSD, JNPSD, Bryant School District, and Benton School District. The charter school would provide

instruction to students in seventh grade through twelfth grade.

I. The Status of Pulaski County Desegregation Litigation

Diamond Cut Performing Arts Academy is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter approval would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Diamond Cut Performing Arts Academy has substantiated that LRSD and NLRSD has been declared unitary in all respects of its school operations. PCSSD has been determined by the Federal District Court to be unitary in all respects concerning interdistrict student assignment. The Pulaski County desegregation litigation was first filed in 1982. Little Rock School District, et al v. Pulaski County Special School District, et al., Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the then-three (3) Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations. LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD's motion, stating: “The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.” Diamond Cut Performing Arts Academy is also aware of Federal court filings by both the PCSSD and JNPSD to be declared fully unitary. Upon review, Diamond Cut Performing Arts Academy believes that its request for a charter shall have no negative effects on the efforts of the PCSSD and JNPSD to attain unitary status.

II. The Diamond Cut Performing Arts Academy Data

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, NLRSD had a student population of 8427 students. Diamond Cut Performing Arts Academy's 2021-2022 school year projected enrollment of 600 students. Diamond Cut Performing Arts Academy's projected student population would be equal to 0.78% of LRSD's current student population. Under Ark. Code Ann. §6-23-306(6)(A), Diamond Cut Performing Arts Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Diamond Cut Performing Arts Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that Diamond Cut Performing Arts Academy operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public-school district or districts within the state. As explained in more detail above, Diamond Cut Performing Arts Academy's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

Diamond Cut Performing Arts Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD, PCSSD, NLRSD, and JNPSD, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting an open-enrollment charter school to be located within the boundaries of the Little Rock.

42. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.

Waiver Topic #1	No Waivers needed at this time.
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

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

DEPARTMENT OF THE TREASURY

SEP 02 2014

Date:

DOCTOR ANTHONY DWAYNE BLAND
FOUNDATION INCORPORATED
C/O JIMMY W MITCHELL
PO BOX 21069
LITTLE ROCK, AR 72221

Employer Identification Number:
46-3953031
DLN:
17053225307004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
July 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
October 24, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

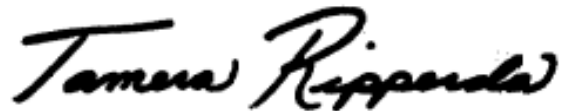
For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

DOCTOR ANTHONY DWAYNE BLAND

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, reading "Tamea Ripporda". The signature is written in a cursive, flowing style with a large initial 'T' and 'R'.

Director, Exempt Organizations

Letter 947



**Arkansas Secretary of State
John Thurston**

State Capitol Building ♦ Little Rock, Arkansas 72201-1094 ♦ 501-682-3409

Certificate of Good Standing

I, John Thurston, Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

**DOCTOR ANTHONY DWAYNE BLAND FOUNDATION,
INCORPORATED**

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office October 24, 2013.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 2nd day of May 2020.


John Thurston

Secretary of State

Online Certificate Authorization Code: a0936979abbcca

To verify the Authorization Code, visit sos.arkansas.gov



Anthony Bland <adbfound@gmail.com>

DCPAA Public Hearings Notice

1 message

Anthony Bland <adbfound@gmail.com>

Sat, May 2, 2020 at 11:11 AM

To: Mike.poore@lrdsd.org, cmcnulty@pcssd.org, mcgeek@nlrsd.org, kwalters@bryantschools.org, mskelton@bentonschools.org, bduffie@jnpsd.org

As requested by the rules and regulations of the Arkansas Department of Education, Diamond Cut Performing Arts Academy would like to notify each of you concerning our upcoming public hearings. These hearings will be held on May 8, May 15, and May 22 via Zoom due to the current social distancing requirements. If you have any questions or concerns, please feel free to email us at adbfound@gmail.com.

Thank you,

Diamond Cut Performing Arts Academy

Conway notebook

JEANNIE ROBERTS ARKANSAS DEMOCRAT-GAZETTE UCA official wins '20 national award

Amy Baldwin, the director of student transitions at the University of Central Arkansas in Conway, was awarded the 2020 First-Year-Student Advocate Award from the National Resource Center for the First-Year Experience & Students in Transition at the University of South Carolina.

Baldwin was one of 10 who received the award, which honors college faculty members, administrators, staff members and students for their work with first-year students and for the impact their efforts have on the students and culture of their institutions.

"This is an incredible honor to be nominated by UCA and then chosen from a list of what I know were worthy candidates," said Baldwin. "It is hard to think of the work that I do and not think of the students who need us to advocate for them every day. The honor that is the ability to change a life just by listening, giving advice or teaching is not lost on me. I am grateful that I can do for first-year students what they have done for me — helped me

learn how to be better."

Police arrest teen in April 22 slaying

Conway Police Department officers Tuesday arrested a 17-year-old suspect in the Jacksonville slaying of 27-year-old Chad Thomas on April 22.

Officers located the 17-year-old boy, whose name was being withheld, on Choate Street and arrested him at 11:40 a.m. Tuesday, said Conway Police Department Public Information Officer LaTresha Woodruff.

The teen is believed to be one of four people involved in Thomas' killing, according to reports. Thomas was found at 7018 S. First St. in Jacksonville suffering from gunshot wounds. He was taken to the hospital where he later died.

Another suspect in the slaying, Dywain Weems-Wells, 21, was arrested April 24 and booked into the Pulaski County jail.

Performance hall sets season reveal

The Reynolds Performance Hall season debut party will be held virtually this year through various social media platforms, said director Amanda Horton.

"We typically have a season

debut party where we reveal our season to all of our season subscribers and donors," Horton said. "That same night we also announce the season through our website, emails and social media platforms. Unfortunately, this year due to the covid-19 pandemic we aren't able to have the party."

Horton said the performance hall's subscribers were notified of the decision Tuesday.

The new season — which begins in November — will be announced on June 1 using news releases and emails along with the social media platforms and website.

"We are having a fun contest leading up to this date where the community can enter to win series packages and individual tickets," Horton said. "Starting May 20th, we will have a 'Guess our Season' promotion going on our social media accounts."

UCA grads receive virtual accolades

University of Central Arkansas President Houston Davis began last week sending out video messages to the university's spring graduates.

The videos — which also

include messages from the provost, deans and others — congratulate the graduates on their achievement and lists the names of each graduate by college.

The coronavirus pandemic caused the traditional spring commencement ceremony, usually held in early May, to be delayed until Aug. 7-8.

The videos will also be incorporated into social media celebrations of the graduates, which can be easily shared with friends and family, Davis said in a news release.

All earned diplomas will be mailed to students at the completion of their degree requirements along with the diploma cover, any earned university honors cords and several other items.

"We are finalizing the details regarding the schedule of the commencement ceremonies on Aug. 7 and 8 and will get those details to you as soon as they are set," Davis said.

Anthony quits; Bell to manage airport

Michelle Anthony, Conway's first female airport director, resigned on April 10 to "pursue other interests," said city of Conway spokesman Bobby Kelly.

Jack Bell will serve as interim director "indefinitely," Kelly said.

Anthony, whose annual salary was \$70,000, was hired in April 2019 after the previous airport director, Josh Zylks was terminated in March amid allegations of dishonesty and rule violations, according to documents previously obtained by the *Arkansas Democrat-Gazette* under the Arkansas Freedom of Information Act.

Zylks and Anthony vied for the Conway job in 2014, but Anthony said she pulled out of the running because the position didn't mesh well with raising her teenage daughter at the time.

Anthony accepted the Conway position while acting as the airport director at Arkadelphia, a position she had held since 2016.

DIAMOND CUT PERFORMING ARTS ACADEMY

To comply with the legal standard of the Arkansas Department of Education, would like to serve notice of three public hearings hosted on ZOOM, due to current social distancing regulations.

Meeting dates:

May 8, 2020 at 6:00 p.m. CST

Zoom ID: 820-7974-1345

May 15, 2020 at 6:00 p.m. CST

Zoom ID: 820-2265-2111

May 22, 2020 at 6:00 p.m. CST

Zoom ID: 865-0001-8489

We would like to thank you in advance for your time and support for questions email adbfound@gmail.com

OUR TOWN

North Little Rock notebook

STEPHEN SIMPSON ARKANSAS DEMOCRAT-GAZETTE Digital next step for 2 library clubs

The William F. Lomen Dub...

Ladybird, the 2017 film written and directed by Greta Gerwig.

The film can be accessed for free through the library's Kanopy film subscription.

link on the library's Facebook page.

Free Creativebug classes available

businesses afloat, Mayor Joe Smith announced in his weekly covid-19 briefing Friday.

Smith said small businesses are the "backbone" of the city, and officials must do all they

CRYING WOLF TO WOLVES

Publishing Soon

By Rudolph W. ("Rudy") Underwood

FACTUAL "NON"-FABLE BOOK w/20-Years
of Personal Experience of a COLLECTION OF HY-

Education notebook

CYNTHIA HOWELL ARKANSAS DEMOCRAT-GAZETTE

44 districts to get building-fix funds

The Little Rock, Springdale, Pine Bluff, Watson Chapel, Hall, Van Buren and Lake Hamilton school districts are among the 44 districts now set to receive Arkansas Academic Facilities Partnership money in the coming fiscal year.

That state money — a total \$64.7 million — will help districts replace roofs, install fire alarm systems and update heating and air-conditioning systems, as well as build a handful of new and replacement schools.

In Little Rock, the promised state aid amounts to almost \$100,000 to go toward the roof replacements at Jefferson and Baseline elementary schools.

Springdale School District is on the list to receive more than \$6 million for roof, plumbing, electrical and ventilation system work, as

MORE CONTENT

List of school construction projects approved for the coming fiscal year
arkansasonline.com/510school/



well convert space at a total of five campuses.

About \$1.4 million is allotted for Pine Bluff is for heating and air-conditioning work at three sites, including the high school gymnasium.

The state's share of a project cost is determined by a district's student enrollment and its local property tax wealth, with wealthier districts qualifying for smaller percentages of the state building aid.

Districts' hearings schedule released

U.S. District Chief Judge D. Price Marshall Jr. has finalized the dates for court hearings this year that are to help him determine whether the

Pulaski County Special and Jacksonville/North Pulaski school systems have met their desegregation commitments.

"We will proceed in two phases," Marshall wrote in an order last week after meeting with attorneys for all of the parties. "The trial on PCSSD issues will begin 14 July 2020, as previously planned, and wrap up by the end of the month. And the trial on JN-PSD issues will be held from 5 October 2020 through 16 October 2020."

"Holding Court on Columbus Day is a possibility, dependent on how the trial is progressing," the judge wrote.

Marshall further directed the attorneys for the school districts and for the black students who are known as the McClendon/Ellis intervenors to confer and submit to him by May 29 a plan for his touring of newly constructed school buildings in the two districts.

The condition of school buildings is one of the factors in determining whether the districts are entitled to be

declared unitary and released from federal court supervision.

Education Board meeting Thursday

The Arkansas Board of Education is holding its regular monthly business meeting at 10 a.m. Thursday.

Because of the covid-19 pandemic and the call for physical distancing, the Education Board meeting will be available for public viewing only by livestream at the following link: <https://bit.ly/2Wegw3S>.

Comments from the public to the Education Board can be sent by email or by U.S. mail. To ensure state Education Board members have sufficient time to review the comments, public comments should be received by 10 a.m. Wednesday. Comments can be emailed to gina.windle@arkansas.gov or mailed to the Arkansas Department of Education, Division of

Elementary and Secondary Education, #4 Capitol Mall, Room 304-A, Little Rock, AR 72201.

The agenda for the meeting is available at <https://bit.ly/3fAIOOA>.

Landry named '20 principal of year

Darin Landry, principal at Lakeside High School in Hot Springs, has been named the 2020 Principal of the Year by the Arkansas Association of Secondary School Principals.

Landry was a leader in developing his school's Second Chance Policy program, which allows suspended students to complete community service hours and have access to a drug and alcohol abuse program, while keeping their status at the high school. They also complete class assignments during their suspension.

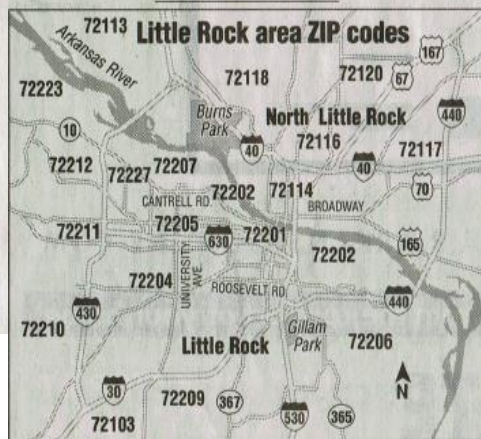
"Throughout my time as an assistant principal, this policy has helped change the

mindset of discipline," said Landry. "Instead of simply punishing students, we now focus on educating students on their choices and behaviors."

Landry has also championed the Lakeside Legacy Program, which allows students to obtain an associate degree from National Park College while still in high school; the Project Search program where students can participate in on-site job training in partnership with CHI St. Vincent Hospital; and the Future of Lakeside Committee, a group of parents, teachers, students and administrators dedicated to finding a better way to rank students.

The secondary principal selected as Arkansas Association of Secondary School Principals Principal of the Year will have the opportunity to represent Arkansas at the National Association of Secondary School Principals Conference in National Harbor, Md., on July 7-9.

Burglaries



The following burglaries are from reports collected from the Little Rock and North Little Rock police departments. The names listed are of people who reported a burglary and the dates are when the crime is believed to have taken place. Cammack Village data are not included.

Little Rock

- 72201
 - 401 President Clinton Ave., commercial, Christopher Ketterman, 3:32 a.m. May 2, property valued at \$100.
- 72202
 - 913 McMath Ave., commercial, Christopher Patton, 12:55 a.m. May 5, property value unknown.

Little Rock and North Little Rock CRIME MAPS

arkansasonline.com/crime

- 8 Wynne Circle, residential, Calipso Ramirez, 3 p.m. May 5, property value \$2,001.
- 2115 S. Harrison, residential, Ruben Mandujano, 7 p.m. May 5, property valued at \$500.
- 2205
 - 205 Dryad Lane, residential, Lanisha Erby, 6:25 p.m. May 5, property valued at \$725.
- 72206
 - 1600 Main St., commercial, Matthew

U.S. declares major disaster over Jonesboro-area storms

WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

President Donald Trump has declared a major disaster related to severe storms that ripped through Jonesboro and Craighead County on March 28, the Federal Emergency Management Agency announced Saturday in a news release.

Straight-line winds pummeled the county and a tornado ripped through part of a business district in Jonesboro, causing extensive damage.

The declaration also paves the way for federal funding to be made available to the state, some local governments and certain nonprofit organizations on a cost-sharing basis, the release said.

The tornado that ripped through Craighead County caused an estimated \$79 million in damage to public buildings and infrastructure, according to Arkansas Department of Emergency Management spokeswoman Melody Daniel. An estimated \$36 mil-

and Tom Cotton, and Reps. Rick Crawford, French Hill, Steve Womack and Bruce Westerman, mentioned in their letter that the state has had 16 major disaster declarations since 2011, and the state is still recovering from 12 of them, which have occurred since January 2018.

"Simply put, we believe the severe magnitude of these weather events warranted supplementary Federal assistance," the letter said. It added that the state is still dealing with financial hardships from those extreme weather events, and now from the coronavirus, leaving businesses and agriculture enterprises reeling.

In a news release issued Saturday from Boozman's office the state's lawmakers said "we are pleased with this quick response from the administration which will provide financial assistance to speed up recovery efforts" in the disaster-hit areas.

"President Trump's swift

regarding two Oct. 21 tornadoes that caused an estimated \$6.5 million in damage.

An estimated \$5.5 million of that damage was for equipment and power lines owned by the Siloam Springs Electric Department and the Carroll Electric Cooperative.

If granted, FEMA would have covered 75% of the clean-up and report costs.

Instead, the state emergency management department will cover 35% of those costs up to \$500,000 per entity, according to reports.

DIAMOND CUT PERFORMING ARTS ACADEMY

To comply with the legal standard of the Arkansas Department of Education, would like to serve notice of three public hearings hosted on ZOOM, due to current social distancing regulations.

Meeting dates:

- May 8, 2020 at 6:00 p.m. CST
Zoom ID: 820-7974-1345
- May 15, 2020 at 6:00 p.m. CST
Zoom ID: 820-2265-2111
- May 22, 2020 at 6:00 p.m. CST
Zoom ID: 865-0001-8489

We would like to thank you in advance for your time and support for questions email adbfound@gmail.com

IS YOUR HOUSE TELLING YOU SOMETHING?

- DAMP CRAWL SPACE
- CRACKED BRICK
- UNEVEN FLOORS
- STICKING DOORS
- GAPS AROUND WINDOWS



Foundation Pro
501-753-1009 FREE Estimates

www.foundationproar.com



Funds

• Continued from Page 1B

what was necessary for the daily operations of the agency," she wrote.

Shepherd and House Democratic leader Fred Love of Little Rock approved the governor's request of \$825,000 for Henderson, while House Republican leader Marcus Richmond of Gravelly rejected the request, said House spokeswoman Cecilia Pond-Mayo.

Hendren and Senate Republican leader Bart Hester of Cave Springs said they rejected the request, while Senate Democratic leader Keith Ingram of West Memphis said he approved it.

Under a state law approved in the March 26-28 special session, the consent approval of two of three leaders or their designees in the House and Senate is required to approve requests for the covid-19 rainy-day money.

Hendren said Monday that he decided to deny the request for Henderson in part because he was clear to senators when he presented the bill creating the fund in

the special session that "this two out of three legislators on both [ends of the] approval process was only going to be used in an emergency when there was not time to go through the normal processes."

"I didn't feel like a request for [funds from] an institution of higher ed to prevent furloughs several weeks down the road was in the spirit of approving that under those emergency procedures," he said.

Hendren said the governor's request should have been presented to at least the Legislative Council and preferably both the Legislative Council and its Performance Evaluation and Expenditure Review Subcommittee, "so that was the first problem and really the major problem."

"I am not certain whether or not that's the best use of our covid-19 rainy-day fund, and so if I am not certain and it's not an emergency, it needs to have more fleshing out through the regular process," he said.

The subcommittee met last Wednesday and the council met Friday.

Hendren said his second

Hendren and Senate Republican leader Bart Hester of Cave Springs said they rejected the request, while Senate Democratic leader Keith Ingram of West Memphis said he approved it.

reason for rejecting the governor's request for Henderson is because "we all know that we were just in the process of getting ready to have some [legislative] hearings on Henderson State about [its] financial irregularities and the management oversight."

"While we don't want to punish those that had nothing to do with that, we also have to have certainty that any future dollars are going to be well-managed," Hendren said. "We don't have that. There is a lot of members who still are uneasy

about what is going on there. Until those questions are answered, I wasn't comfortable approving it.

"There is nothing to say that [Legislative Council] could not approve that request still," he said. "Now, we don't have another meeting until June and that may be too late. But if there were a request and a desire, we have proven we can meet now. ... So if it's urgent and they feel like they want to present that, I would be willing to accommodate it, a meeting [of the Legislative Council], if that's important. I am not going to make a practice of approving rules under that emergency process when the normal process is available."

Hutchinson is Hendren's uncle.

Hester said he rejected the request for Henderson because "we have a supply-and-demand issue," and there isn't enough demand for students to attend the university.

"If the numbers don't work, the numbers don't work," he said.

Hester said students have other options, such as the state's other higher-education institutions.

tion institutions.

Ingram said he approved the request because he doesn't want to punish Henderson's employees for the sins of the university's previous administration.

Arkansas State University Chancellor Charles Welch and Henderson's acting President Elaine Kneebone said in an April 30 letter to the governor that it appeared Henderson was on the road to a financial recovery when the pandemic hit.

They wrote that the requested funds would "avoid the need for furloughs of Henderson employees this fiscal year," they wrote in their letter.

"Henderson has already implemented the deepest cuts in spending possible without fundamentally disrupting its core operations," Welch and Kneebone wrote.

Hutchinson on Monday reiterated his support for Henderson.

"I realize they have made mistakes in the past, but we don't want to penalize the future for mistakes that might have been made in the past," Hutchinson said in a written statement. "We want to correct things."

rect things.

"We want to have them on a good foundation for the students' future and the future of that school, that I believe is important for the state," the governor said. "I know there was some concern by the two senators that this issue should go to the full [Legislative Council]. We hope to have further discussions on the right way to proceed with this request."

The general revenue budget for fiscal 2020 was cut by \$353 million to \$5.38 billion, citing the shift of the state's individual income tax filing and payment deadline from April 15 to July 15 and a projected reduction in tax collections in the last three months of the fiscal year because of the pandemic.

Beyond the planned transfer to the Crime Lab, the rainy-day fund also has been tapped for \$15.4 million to reimburse the state Department of Corrections and for \$5.7 million to reimburse the University of Arkansas for Medical Sciences, both for the loss of general revenue from recent budget cuts, Walther said in a letter to lawmakers.

Swimming spot



A turtle swims Monday afternoon in the waters of the Little Maumelle River in Little Rock. (Arkansas Democrat-Gazette/John Sykes Jr.)

Casino

• Continued from Page 1B

last week. Those protocols were contained in a detailed, 34-page health and sanitation protocols plan that was submitted to the state for review and approval.

Whitfield explained his reasoning behind the resolution, expressing fear that a new spike of covid-19 infections could hit the city in coming days as more businesses open and more people begin moving about in public.

"The bottom line is to protect and promote the public health of our citizens," he said. "I just think it's going to be a terrible, terrible day a few weeks from now. I hope not, but I think we'll be allowing it to happen if we vote against this."

Brown questioned whether the council had the authority to make the request.

"We have the authority to ask," Whitfield responded. "This doesn't say we're pulling the plug. When people come to Pine Bluff it's always a partnership, that's what people tell us. Well, if we're in a partnership we should be able to ask certain things of our other partners."

He said it would be up to the casino management whether to honor the request, stressing that it would only be voluntary.

"By asking, we can look at our citizens and say we tried our best not to create a hot spot in our community," Whitfield added.

"I'm just asking if we

MORE CONTENT

Full coverage of casinos in Arkansas
arkansasonline.com/casinos/



Full coverage of coronavirus
arkansasonline.com/coronavirus

"I don't care what the governor says," said Lockett, voicing his support for the resolution. "It don't make common sense to open these casinos, so anybody I'm related to, I'm advising them not to go."

lated to, I'm advising them not to go."

The resolution failed by a vote of five against and three in favor.

Casino officials declined to release attendance numbers Monday, but Carlton Saffa, project manager for Saracen Development, said the opening was successful.

"I can say we saw hundreds and hundreds in the door Monday and at opening we had socially distanced lines awaiting entry," Saffa said.

DIAMOND CUT PERFORMING ARTS ACADEMY

To comply with the legal standard of the Arkansas Department of Education, would like to serve notice of three public hearings hosted on ZOOM, due to current social distancing regulations.

Meeting dates:

May 8, 2020 at 6:00 p.m. CST

Zoom ID: 820-7974-1345

May 15, 2020 at 6:00 p.m. CST

Zoom ID: 820-2265-2111

May 22, 2020 at 6:00 p.m. CST

Zoom ID: 865-0001-8489

We would like to thank you in advance for your time and support for questions email adbfound@gmail.com

Notice of Public Hearing

Bridge-2-Success Youth Center

plans to submit an application to the Arkansas Department of Education to open a public charter school in Southwest Little Rock, Arkansas for 6-8th grade students.

Due to Covid 19,

an online hearing through Zoom will be held:

Wednesday, May 27, 2020

5:00 pm - 6:00 pm

Sign in using code:

785-3429-9848

The general public is invited to join. Questions may be directed to b2successcenter@gmail.com

We're Open



Now accepting new members

rockcitycompletefitness.com
9000 Commerce Cove
North Little Rock, AR 72113

Diamond Cut Performing Arts Academy
Public Meeting

Friday May 8, 2020 6:00 p.m. Zoom ID: 820-7974-1345
Friday May 15, 2020 6:00 p.m. Zoom ID: 820-2265-2111
Friday May 22, 2020 6:00 p.m. Zoom ID: 865-0001-8489
Place: Online Zoom.com due to
Current social distancing regulations

AGENDA

- I. Welcome
- II. Introduction of Dr. Anthony D. Bland Foundation, Inc.
- III. Diamond Cut Performing Arts Academy Model
- IV. Timeline for application and approval process
- V. Questions and Comments
- VI. Adjournment

LITTLE ROCK SCHOOL DISTRICT
STUDENT CALENDAR
2020-2021

*STUDENTS FIRST DAY - AUGUST 13
BOARD APPROVAL 02-27-20

																											ST	WV	WD		
MONTH	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	DAY	SV	PC	PD	TCD	
JULY			1	2	H 3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
AUGUST	3	NEO 4	PD	PD	PD	PD	WD/ACT 1309 11	WD 12	*								24	25	26	27	28	31				13	0	2	4	19	
SEPTEMBER		1	2	3	4	H 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	1	0	0	21	
OCTOBER										[40] A 8	PC A 9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	0	1	0	22
NOVEMBER	2	3	4	PD 5	PD 6	9	10	11	12	13	16	17	18	19	20	H 23	H 24	H 25	H 26	H 27	30					14	5	0	2	16	
DECEMBER		1	2	3	4	7	8	9	10	11	14	15	16	17	[43] 18	WV 21	WV 22	WV 23	WV 24	H 25	WV 28	WV 29	WV 30	WV 31		14	9	0	0	14	
JANUARY '21					H 1	R/WD 4	5	6	7	8	11	12	13	14	15	H 18	19	20	21	22	25	26	27	28	29	18	2	1	0	19	
FEBRUARY	1	2	3	4	5	8	9	10	11	PC A 12	H 15	16	17	18	19	22	23	24	25	26					18	1	1	0	19		
MARCH	1	2	3	4	5	8	9	10	11	[46] 12	15	16	17	18	19	SV 22	SV 23	SV 24	SV 25	SV 26	29	30	31		18	5	0	0	18		
APRIL				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22	0	0	0	22	
MAY	3	4	5	6	/	10	11	12	13	14	17	18	19	20	21	24	25	26	# 27	R/WD 28	H 31					19	1	1	0	20	
JUNE		IW 1	IW 2	IW 3	IW 4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			0	0	0	0	0	
TOTALS																											178	24	6	6	190

Legend	*	1st Day Students	H	Holiday
[]		End Quarter	PD	Professional Development
WV		Winter Vacation	RWD	Record Days/Work Days
SV		Spring Break		NEO-New Employee Orientation
ST DAY		Student Days	TCD	Total Contract Days
IW		Inclement Weather Make-Up Day	#	Last Day Students
*PC - Parent Conference		October 8th (3 hours after school)		
		October 9th 8:00-12:00 (Elementary) 9:00-1:00 (Secondary)		
		February 11th (3 hours after school)		
		February 12th 8:00-12:00 (Elementary) 9:00-1:00 (Secondary)		

STUDENTS DO NOT ATTEND ON THE DAYS SHADED ABOVE

1st Quarter = 40 student days
2nd Quarter = 43 student days
3rd Quarter = 46 student days
4th Quarter = 49 student days
TOTAL = 178 STUDENT DAYS

Prepared by Human Resources
meeting w/ other local school districts 01-31-2020

2020 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule

Administrative Positions:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
Line #	List Positions				
1	<div><div>+</div><div>-</div></div> Executive Director/Superintendent	1	\$130,000.00	1	\$133,000.00
2	<div><div>+</div><div>-</div></div> Business Manager	1	\$100,000.00	1	\$103,000.00
3	<div><div>+</div><div>-</div></div> Campus Director/Principal	1	\$80,000.00	1	\$83,000.00
4	<div><div>+</div><div>-</div></div> Assistant Campus Director/Assistant Principal	1	\$70,000.00	1	\$73,000.00
5	<div><div>+</div><div>-</div></div> Registrar	1	\$30,000.00	1	\$33,000.00
6	Subtotal:		\$410,000.00		\$425,000.00
7	Fringe Benefits (rate used 27 %)		\$110,700.00		\$114,750.00
8	Total Administrative Positions:		\$520,700.00		\$539,750.00
Regular Classroom Instruction:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
9	Teachers	20	\$40,000.00	24	\$43,000.00
10	Aides				
11	Subtotal:		\$800,000.00		\$1,032,000.00
12	Teacher Fringe Benefits (rate used 27 %)		\$216,000.00		\$278,640.00
13	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
14	Total Regular Classroom Instruction:		\$1,016,000.00		\$1,310,640.00
Special Education:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
15	Teachers	1	\$40,000.00	1	\$43,000.00
16	Aides	1	\$25,000.00	1	\$28,000.00
17	Subtotal:		\$65,000.00		\$71,000.00
18	Teacher Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
19	Aide Fringe Benefits (rate used 27 %)		\$6,750.00		\$7,560.00
20	Total Special Education:		\$82,550.00		\$90,170.00
Gifted and Talented Program:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
21	Teachers	1	\$40,000.00	1	\$43,000.00
22	Aides				
23	Subtotal:		\$40,000.00		\$43,000.00
24	Teacher Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
25	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
26	Total Gifted and Talented Program:		\$50,800.00		\$54,610.00

**Alternative Education Program/
Alternative Learning Environments:**

		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
27	Teachers	1	\$40,000.00	1	\$43,000.00
28	Aides	1	\$25,000.00	1	\$28,000.00
29	Subtotal:		\$65,000.00		\$71,000.00
30	Teacher Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
31	Aide Fringe Benefits (rate used 27 %)		\$6,750.00		\$7,560.00
32	Total Alternative Education Program/ Alternative Learning Environments:		\$82,550.00		\$90,170.00

English Language Learner Program:

	List Positions	2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
33	<input type="text"/>				
34	Subtotal:				
35	Fringe Benefits (rate used %)		\$0.00		\$0.00
36	Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

	List Positions	2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
37	<input type="text"/>	1	\$40,000.00	1	\$43,000.00
38	Subtotal:		\$40,000.00		\$43,000.00
39	Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
40	Total Guidance Services:		\$50,800.00		\$54,610.00

Health Services:

	List Positions	2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
41	<input type="text"/>	1	\$40,000.00	1	\$43,000.00
42	Subtotal:		\$40,000.00		\$43,000.00
43	Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
44	Total Health Services:		\$50,800.00		\$54,610.00

Media Services:

	List Positions	2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
45	<input type="text"/>	1	\$40,000.00	1	\$43,000.00
46	Subtotal:		\$40,000.00		\$43,000.00
47	Fringe Benefits (rate used 27 %)		\$10,800.00		\$11,610.00
48	Total Media Services:		\$50,800.00		\$54,610.00

Fiscal Services:

	List Positions	2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
49	<input type="text"/>	1	\$30,000.00	1	\$33,000.00
50	Subtotal:		\$30,000.00		\$33,000.00
51	Fringe Benefits (rate used 27 %)		\$8,100.00		\$8,910.00
52	Total Fiscal Services:		\$38,100.00		\$41,910.00

Maintenance and Operation:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
53	<input type="checkbox"/>	<input type="checkbox"/>	Custodians	2	\$30,000.00	2	\$33,000.00
54	<input type="checkbox"/>	<input type="checkbox"/>	Security Personnel	2	\$30,000.00	2	\$33,000.00
55	<input type="checkbox"/>	<input type="checkbox"/>	LRPD	1	\$40,000.00	1	\$43,000.00
56	Subtotal:				\$160,000.00		\$175,000.00
57	Fringe Benefits (rate used 27 %)				\$43,200.00		\$47,250.00
58	Total Maintenance and Operation:				\$203,200.00		\$222,250.00
Pupil Transportation:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
59	<input type="checkbox"/>	<input type="checkbox"/>	Bus Drivers	10	\$30,000.00		\$33,000.00
60	Subtotal:				\$300,000.00		\$0.00
61	Fringe Benefits (rate used 27 %)				\$81,000.00		\$0.00
62	Total Pupil Transportation:				\$381,000.00		\$0.00
Food Services:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
63	<input type="checkbox"/>	<input type="checkbox"/>	Food and Nutrition Staff	3	\$30,000.00	3	\$33,000.00
64	Subtotal:				\$90,000.00		\$99,000.00
65	Fringe Benefits (rate used 27 %)				\$24,300.00		\$26,730.00
66	Total Food Services:				\$114,300.00		\$125,730.00
Data Processing:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
67	<input type="checkbox"/>	<input type="checkbox"/>					
68	Subtotal:						
69	Fringe Benefits (rate used %)				\$0.00		\$0.00
70	Total Data Processing:				\$0.00		\$0.00
Substitute Personnel:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
71	Number of Certified Substitutes			5	\$25,000.00	5	\$25,000.00
72	Number of Classified Substitutes						
73	Subtotal:				\$125,000.00		\$125,000.00
74	Certified Fringe Benefits (rate used %)				\$0.00		\$0.00
75	Classified Fringe Benefits (rate used %)				\$0.00		\$0.00
76	Total Substitute Personnel:				\$125,000.00		\$125,000.00
77	TOTAL EXPENDITURES FOR SALARIES:				\$2,766,600.00		\$2,764,060.00





















**2020 Application
Open-Enrollment Public Charter School
Estimated Budget Template**

REVENUES

State Public Charter School Aid:					<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>	
Line #		2021-2022					
1	Number of Students	600	X \$6,781.00	State Foundation Funding	\$4,068,600.00		
2	Number of Students	600	X \$27.40	Professional Development	\$16,440.00		
3	Number of Students	600	X \$1,051.00	NSL Funding: 70-89% ▼	\$630,600.00		
4	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
5	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
6	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
7	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
8	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
	2022-2023						
9	Number of Students	700	X \$6,781.00	State Foundation Funding		\$4,746,700.00	
10	Number of Students	700	X \$27.40	Professional Development		\$19,180.00	
11	Number of Students	700	X \$1,051.00	NSL Funding: 70-89% ▼		\$735,700.00	
12	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>	Number of Students	X	Other: <i>Explain Below</i>			
13	Total State Public Charter School Aid:				\$4,715,640.00	\$5,501,580.00	
Federal Charter School Aid:							
					<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>	
14	Title I				\$180,000.00	\$180,000.00	
15	Special Education						
16	Child Nutrition				\$300,000.00	\$300,000.00	
17	Other:						
	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>						
18	Total Federal Charter School Aid:				\$480,000.00	\$480,000.00	
Other Sources of Revenues:							
					<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>	
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)							
19	Private Donations or Gifts						
20	Special Grants (<i>List the amount</i>)						
	Other (<i>Specifically Describe</i>)						
21	<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">+</div> <div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; text-align: center; line-height: 15px;">-</div>						
22	Total Other Sources of Revenues:						
23	TOTAL REVENUES:				\$5,195,640.00	\$5,981,580.00	

EXPENDITURES

		2021-2022 Amount:	2022-2023 Amount:
Administration:			
24	Salaries and Benefits	\$520,700.00	\$539,750.00
	Purchased Services (List Vendors Below)		
25	<input type="checkbox"/> + <input type="checkbox"/> - V - AD 1		
26	Supplies and Materials	\$1,000.00	\$1,000.00
27	Equipment		
	Other (List Below)		
28	<input type="checkbox"/> + <input type="checkbox"/> - Furniture and technology	\$15,000.00	\$15,000.00
29	Total Administration:	\$536,700.00	\$555,750.00
Regular Classroom Instruction:			
		2021-2022 Amount:	2022-2023 Amount:
30	Salaries and Benefits	\$1,016,000.00	\$1,310,640.00
	Purchased Services (List Vendors Below)		
31	<input type="checkbox"/> + <input type="checkbox"/> - V - CI 1		
32	Supplies and Materials	\$60,000.00	\$70,000.00
33	Equipment		
	Other (List Below)		
34	<input type="checkbox"/> + <input type="checkbox"/> -		
35	Total Regular Classroom Instruction:	\$1,076,000.00	\$1,380,640.00
Special Education:			
		2021-2022 Amount:	2022-2023 Amount:
36	Salaries and Benefits	\$82,550.00	\$90,170.00
	Purchased Services (List Vendors Below)		
37	<input type="checkbox"/> + <input type="checkbox"/> - V - SE 1		
38	Supplies and Materials	\$10,000.00	\$10,000.00
39	Equipment		
	Other (List Below)		
40	<input type="checkbox"/> + <input type="checkbox"/> -		
41	Total Special Education:	\$92,550.00	\$100,170.00
Gifted and Talented Program:			
		2021-2022 Amount:	2022-2023 Amount:
42	Salaries and Benefits	\$50,800.00	\$54,610.00
	Purchased Services (List Vendors Below)		
43	<input type="checkbox"/> + <input type="checkbox"/> - V - GT 1		
44	Supplies and Materials	\$30,000.00	\$30,000.00
45	Equipment		
	Other (List Below)		
46	<input type="checkbox"/> + <input type="checkbox"/> -		
47	Total Gifted and Talented Program:	\$80,800.00	\$84,610.00

Alternative Education Program/ Alternative Learning Environments:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
48	Salaries and Benefits	\$82,550.00	\$90,170.00
	Purchased Services (List Vendors Below)		
49	  V - ALE 1		
50	Supplies and Materials	\$10,000.00	\$10,000.00
51	Equipment		
	Other (List Below)		
52	 		
53	Total Alternative Education Program/ Alternative Learning Environments:	\$92,550.00	\$100,170.00
English Language Learner Program:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
54	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
55	  V - ELL 1		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58	 		
59	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
60	Salaries and Benefits	\$50,800.00	\$54,610.00
	Purchased Services (List Vendors Below)		
61	  V - GS 1		
62	Supplies and Materials	\$5,000.00	\$5,000.00
63	Equipment		
	Other (List Below)		
64	 		
65	Total Guidance Services:	\$55,800.00	\$59,610.00
Health Services:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
66	Salaries and Benefits	\$50,800.00	\$54,610.00
	Purchased Services (List Vendors Below)		
67	  V - HS 1		
68	Supplies and Materials	\$1,000.00	\$1,000.00
69	Equipment	\$4,000.00	\$4,000.00
	Other (List Below)		
70	 		
71	Total Health Services:	\$55,800.00	\$59,610.00
Media Services:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
72	Salaries and Benefits	\$50,800.00	\$54,610.00
	Purchased Services (List Vendors Below)		
73	  V - MS 1		
74	Supplies and Materials		
75	Equipment	\$2,000.00	\$2,000.00
	Other (List Below)		
76	 		
77	Total Media Services:	\$52,800.00	\$56,610.00

Fiscal Services:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
78	Salaries and Benefits	\$38,100.00	\$41,910.00
	Purchased Services (List Vendors Below)		
79	<input type="checkbox"/> + <input type="checkbox"/> - V - FS 1		
80	Supplies and Materials	\$1,000.00	\$1,000.00
81	Equipment		
	Other (List Below)		
82	<input type="checkbox"/> + <input type="checkbox"/> -		
83	Total Fiscal Services:	\$39,100.00	\$42,910.00
Maintenance and Operation:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
84	Salaries and Benefits	\$203,200.00	\$222,250.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
85	<input type="checkbox"/> + <input type="checkbox"/> - V - MO 1 Internet	\$15,000.00	\$15,000.00
86	<input type="checkbox"/> + <input type="checkbox"/> - V - MO 2 Water	\$3,000.00	\$3,000.00
87	<input type="checkbox"/> + <input type="checkbox"/> - V - MO 3 Electricity & Gas	\$25,000.00	\$25,000.00
88	<input type="checkbox"/> + <input type="checkbox"/> - V - MO 4 Garbage disposal & sanitation	\$20,000.00	\$20,000.00
89	Supplies and Materials	\$5,000.00	\$5,000.00
90	Equipment		
	Other (List Below)		
91	<input type="checkbox"/> + <input type="checkbox"/> -		
92	Total Maintenance and Operation:	\$271,200.00	\$290,250.00
Pupil Transportation:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
93	Salaries and Benefits	\$381,000.00	\$0.00
	Purchased Services (List Vendors Below)		
94	<input type="checkbox"/> + <input type="checkbox"/> - V - PT 1 Drivers and operation costs	\$350,000.00	\$350,000.00
95	Supplies and Materials		
96	Equipment		
	Other (List Below)		
97	<input type="checkbox"/> + <input type="checkbox"/> -		
98	Total Pupil Transportation:	\$731,000.00	\$350,000.00
Food Services:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
99	Salaries and Benefits	\$114,300.00	\$125,730.00
	Purchased Services (List Vendors Below)		
100	<input type="checkbox"/> + <input type="checkbox"/> - V - FD 1		
101	Supplies and Materials	\$92,000.00	\$87,270.00
102	Equipment	\$93,700.00	\$87,000.00
	Other (List Below)		
103	<input type="checkbox"/> + <input type="checkbox"/> -		
104	Total Food Services:	\$300,000.00	\$300,000.00

Data Processing:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
105	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
106	<input type="checkbox"/> + <input type="checkbox"/> - V - DP 1		
107	Supplies and Materials		
108	Equipment		
	Other (List Below)		
109	<input type="checkbox"/> + <input type="checkbox"/> -		
110	Total Data Processing:	\$0.00	\$0.00
Substitute Personnel:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
111	Salaries and Benefits	\$125,000.00	\$125,000.00
	Purchased Services (List Vendors Below)		
112	<input type="checkbox"/> + <input type="checkbox"/> - V - SB 1		
113	Total Substitute Personnel:	\$125,000.00	\$125,000.00
CMO Fee (if applicable)		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
114	Back Office Support		
115	Advertising/Marketing		
116	Professional Development		
117	Legal Services		
	Other (Describe Below)		
118	<input type="checkbox"/> + <input type="checkbox"/> -		
119	Total CMO Fee:		
Facilities:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
120	Lease/Purchase Contract for One Full Year	\$840,000.00	\$840,000.00
	Facility Upgrades (List Upgrades Below)		
121	<input type="checkbox"/> + <input type="checkbox"/> - (Furniture, Fixtures & Equipment cost included in lease payment)		
122	Property Insurance for One Full Year		
123	Content Insurance for One Full Year		
124	Total Facilities:	\$840,000.00	\$840,000.00
Debt Expenditures:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
	List Debts Below		
125	<input type="checkbox"/> + <input type="checkbox"/> -		
126	Total Debt Expenditures:		
Other Expenditures:		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
	List Other Expenditures Below		
127	<input type="checkbox"/> + <input type="checkbox"/> - Curriculum and books	\$100,000.00	
128	<input type="checkbox"/> + <input type="checkbox"/> - Library start-up: equipment, furniture, technology and books	\$100,000.00	
129	<input type="checkbox"/> + <input type="checkbox"/> - Computer lab start-up: equipment, furniture & technology	\$50,000.00	
130	<input type="checkbox"/> + <input type="checkbox"/> - Art classes & PE equipment: Instruments, Customs, Theatre equip.	\$200,000.00	
131	Total Other Expenditures:	\$450,000.00	
132	TOTAL EXPENDITURES:	\$4,799,300.00	\$4,345,330.00
133	NET REVENUE OVER EXPENDITURES:	\$396,340.00	\$1,636,250.00

**2019 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

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

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

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

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

8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 *et seq.*, as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.
14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

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



Signature of President of the Sponsoring Entity Board of Directors

5-3-2020

Date

Dr. Anthony D. Bland

Printed Name

July 30, 2020

Dr. Sanchez Bankston
33 Ardmore Drive
Little Rock, Arkansas 72209

Dear Arkansas Department of Elementary and Secondary Education:

I am writing this letter in support of Dr. Anthony D. Bland Foundation, Inc. application for opening Diamond Cut Performing Arts Academy. I understand that in order to open this academic institution there could be some financial shortfalls. I am willing to pledge 1.5 million dollars to support any financial difficulties that may arise if this application is approved. Assisting Dr. Anthony D. Bland Foundation, Inc. to accomplish this venture will include assistance to youth whom do not have the opportunities to pursue various performing arts careers, a safe environment for academic growth, and college and career preparation.

As a business owner and longtime donor of Dr. Anthony D. Bland Foundation, Inc., I have read through the application for the Diamond Cut Performing Arts Academy and I am in complete support of the creation and establishment of this academic institution.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sanchez Bankston", written over a horizontal line.

Dr. Sanchez Bankston

Dr. Antonio L. Newburn
5615 Greenwood Acres Boulevard
Little Rock, Arkansas 72204

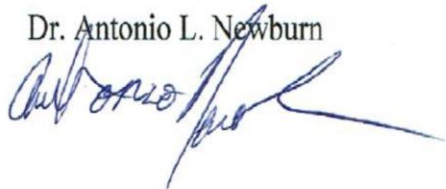
July 30, 2020

Dear Arkansas Department of Elementary and Secondary Education:

It is my pleasure to write this letter in support of the Dr. Anthony D. Bland Foundation, Inc. open-enrollment public charter school application for Diamond Cut Performing Arts Academy submitted to the Arkansas Department of Elementary and Secondary Education. I am a business owner and longtime supporter of the Dr. Anthony D. Bland Foundation, Inc. I pledge to give a sum of one million five hundred thousand dollars to Dr. Anthony D. Bland Foundation, Inc. to support this performing arts school each year as needed, in the event the application is approved. I fully support the efforts of the Dr. Anthony D. Bland Foundation, Inc. as they seek external funding to support a program designed to support and create foundations through the performing arts. The performing arts can help our students make better decisions about their lifelong endeavors.

Sincerely,

Dr. Antonio L. Newburn

A handwritten signature in blue ink, appearing to read "Antonio L. Newburn", with a long horizontal flourish extending to the right.