2019 Application
District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 1, 2019, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:
Southside Junior High School

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

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

Name of Proposed Charter School: Southside Junior High School
Grade Level(s) for the School: 7-8
Student Enrollment Cap: 600

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<tbody>
<tr>
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<td>7-8</td>
<td>7-8</td>
<td>7-8</td>
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</tbody>
</table>

Name of School District: Southside School District

Name of Primary Point of Contact: Novella Humphrey
Address: 70 Scott Drive
City: Batesville
ZIP: 72501
Daytime Phone Number: (870) 251-2341
Email: novella.humphrey@southsideschools.org

Charter Site Address: 70 Scott DR
City: Batesville
ZIP: AR
Date of Proposed Opening: 08-15-2020

Name of Superintendent: Roger Rich
Address: 70 Scott Dr
City: Batesville
ZIP: 72501
Daytime Phone Number: (870) 251-2341

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Southside Junior High School is to open the doors of academic success and community enrichment for all children by 1) committing to high levels of learning, exploration and discovery, and 2) supporting of the whole child.
Explain how the mission statement was developed.

Applicant Response:

In 2014, Southside School District received a conversion charter for grades 9-12. By taking an individualized approach to career and college success preparation, the charter would focus on the Future Story of students. Simultaneously, partnerships for Impact Independence County began. The Batesville Area Chamber of Commerce, Lyon College, and UACCB partnered with Governor Asa Hutchinson and the Arkansas Economic Development Commission to draft a strategic plan for Independence County. With public meetings and surveys yielding input from over 1200 patrons, the Impact Independence Plan was drafted. Top areas of concern were divided into four parts: Economic Prosperity; Educational Excellence; Tourism; as well as Healthy Living and Well Being.

As implementation of the strategic plan was mapped out from 2016 to 2020, board members, school leaders, teachers and families of Southside worked to promote, support, and implement the strategic vision. Now, high school students earn career technical certifications; enrollment has increased at UACCB and Lyon College; and citizens funded the Independence County Promise Concurrent Scholarship.

As Future Story implementation continues and the countywide vision moves forward, unique successes and challenges must be addressed. The leadership at Southside began to consider innovative means to address these areas in the rural setting. From these conversations, the mission of Southside Junior High has been developed.

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

Applicant Response:

With this mission in mind, leaders began conversations. As they listened, the questions were asked: How do we do it differently? As a school in a rural area, how do we pull together resources to provide what students need the most? The concept of a different model for a rural junior high began to form. Four key areas were identified for the Future Story Discovery at the proposed conversion charter:

Student Success for Educational Excellence: Each student will have an active voice in planning for his or her personalized path of academic growth. This includes opportunities for more time, more practice, and more instruction in essential math and literacy skills. It also provides options to accelerate learning and connect into a value added diploma pathway at high school.

Healthy Living and Well-being: The charter will work to create a school culture that supports and reinforces the health and well-being of each student. The proposal works to optimize use of Southside’s School-Based Health Clinic, facilitate stronger mental health services, and enhance physical education classes with local amenities.

Community Engagement: Preparing students to be successful citizens with strong personal competencies, communication skills, and problem-solving skills.

Connections to Make an Impact: These tasks will help students discover their voices and places within the rural community. Activities will help students see they can make a difference right now and in the future.

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

Applicant Response:
The Future Story Discovery will include opportunities for a parent, guardian, or family member to be involved in his or her student’s journey. The description below provides an overview of how involvement would tie to the Future Story Discovery Program’s key features.

Student Success for Educational Excellence: The building principal will hold monthly virtual town hall meetings to update parents and community members on collective academic progress and seek input on current and future academic activities. Progress reports will be shared with parents every third week of the academic quarter. In addition, student success plans require students to annually reflect on academic successes and challenges. Then, the individualized education plans ask students to narrate how adults in their lives can provide support and help them overcome setbacks. Student led conferences will be scheduled twice each year. A parent computer station will be available in the counselor's office for parents to utilize in checking student academic work in the Home Access Center and monitoring student success plans/individualized education plans. Student leadership team members will present information to parents and community members through face to face sessions and virtual sessions. A family involvement advisory committee will also be established to consult and plan additional roles/activities to grow and sustain family involvement in alignment with the mission, program features, and student academic needs.

Healthy Living and Well-being: In collaboration with Impact Independence, White River Medical Center, ARCare and other health care entities, both student and family activities will be planned to promote physical, mental, and social health each semester. The need to address the whole child and provide enhanced mental health services is a critical piece of this component. Additional time and services will be provided by mental health specialist from the local hospital, WRMC. The goal will be to provide a proactive approach and not just react when a student or family is in crisis. Some examples include:

Local Arkansas Game and Fish Officers and Impact Independence Tourism Director Kyle Christopher will provide outdoor safety training for families, coordinate family hikes at Jamestown Crag each semester, and provide information on other public outdoor areas where families can hike for free. Learning Luncheons and Breakfast Briefing sessions will be provided by WRMC’s and ARCare’s community outreach staff for parents and students to attend together. Topics will be determined through student and family surveys (i.e. teenage anxiety, effects of vaping and nicotine use, healthy use of social media, balanced living in teens).

Community Engagement
As Future Story Discovery aims to develop students' skills to be community ready; parents and families will be an integral partner in this success. Proposed curriculums such as Stephen Covey’s Leader in Me and Rachel’s Challenge contain family components. Age appropriate activities and supplemental book lists will be provided for families to use in collaboration with the seven habits students will be learning at school. Rachel’s Challenge also provides a parent education component supported by our local community. The counselor will coordinate these topics with community outreach teams of WRMC and ARCare so that they may be integrated in Learning Luncheons and Breakfast Briefings.

Connections to Make an Impact
In implementation of the conversion charter at the high school, the district has established numerous meaningful relationships within the community of Independence County. A vast number of avenues now exist to help students explore and connect with business, industry, and civic groups. These opportunities provide time for students and families to volunteer within the community, explore career opportunities, connect with local leaders, and share information about what they learned with larger audiences. Junior high parents will serve as guest speakers, teach an advisory group about their own Future Story, coordinate a tour in local industry, assist in organizing student volunteer groups, or connect students/school to other qualified individuals in their career field.

With flexibility in scheduling to address the academic strengths and challenges of students, time will be devoted for each student to meet or exceed his or her individual growth, to develop personal competencies for success in his or her Future Story, and to prepare students to make an impact as future citizens/community members. Student growth will also be supported by addressing the needs of the whole child through healthy living and well being initiatives. As a feeder school to Southside Charter High School, the proposed conversion will lay foundational success for Future Stories. Each student will develop a plan to be engaged in a career, college, or
C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

Southside School District Leadership held a public hearing on July 11, 2019, at 6:00 pm. The hearing was advertised in the Batesville Guard on the following dates: June 20, 2019; June 27, 2019; July 3, 2019 (no print edition was published on July 4, 2019); and July 11, 2019. In addition, the public hearing was announced at the school board meeting on July 8, 2019. Leadership also shared the public hearing date and time on the school’s social media platforms. Over 2000 people viewed the public hearing announcement. The public hearing was attended by the leadership team and parents. Parents provided feedback. Leaders asked parents to please share the model with family members, friends, and co-workers.

In addition, the leadership team held a meeting with junior high teachers on July 8, 2019 at 9:00 am. Twelve teachers attended, while others sent questions with their colleagues. Leaders presented the charter model. Teachers provided ideas for additional components of the model, asked questions, and suggested professional development they felt would help support the effective implementation of the model.

The leaders also held individual meetings with community partners: Batesville Area Chamber of Commerce, White River Health Systems, ARcare, and the Rotary Club. These meetings provided additional ideas and support for the charter model.

With input from the meetings, a tighter more cohesive conversion charter proposal was developed. Additional layers were added; potential partners were identified; and the charter model was strengthened.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.
2. Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the district and/or 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.

**Applicant Response:**

When looking at the 2018 School Report for Southside Junior High, the first glance shows that in all subject areas SJHS grew above the state average. At the same time, average school letter grades grew from a C in 2017 to a B in 2018.

However, more investigation into the data yields that cohort groups are not continuing to grow. In fact, only one cohort grew in math, one cohort grew in literacy, and all cohorts dropped in science. The need to make learning meaningful and long term pushed leaders to develop a charter model. The need to impact student achievement is also driven by the desire to make sure all students are Future Story ready in high school. With more career and college opportunities available, it is imperative that students are achieving at high levels and eligible to participate in the pathways at Southside Charter High School. From the mission and this data, the proposed conversion plan was developed.

Full data comparisons can be found on attachment 2.

**Data Sources:**

My School Info for Southside Middle School (6th grade) and Southside Junior High (grades 7-9)

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

When examining the mission, developing programs, and diving into data, the conversation focused on removing barriers that stand in the way of student success. The whole child approach led to the four key features of Future Story Discovery. They address the varying needs of the student population: academic achievement; physical/social/mental well-being; communication and problem-solving skills; and seeing an individual’s ability to make a positive impact on the community.

The proposed charter looks to lay a solid foundation by wrapping services around the whole child in grades 7-8. Academic placement and instructional time will become flexible enough to meet the needs of students, support growth, and close gaps in knowledge. Real World Time will provide chances to explore careers and the community. This knowledge will aid the student in developing a solid Future Story, identifying the steps to prepare for that story, and becoming the “whole package” future employers are seeking --the very thing stakeholders tasked schools with in the Impact Independence Plan.

Southside Senior classes are graduating with more college credit hours, higher ACT Composite scores, and families are saving more and more on college and career training (see Attachment 3). Within Independence County, graduates can earn a four-year degree for less than $15,000. To qualify a student must: achieve a 21 or higher on the ACT; take full advantage of the charter pathway in grades 10-12; receive and maintain the
Academic Challenge scholarship; complete an associate's degree at UACCB; and then transfer to Lyon College for a bachelor's. A college degree becomes affordable and attainable with this pathway. On the career and technical front, the recent designation of UACCB as a Secondary Career Center provides training/certification at no cost to high school students and families. Entry to these programs do require a minimum ACT score ranging from a 15-19. Unfortunately, each year some students do not meet this requirement by the start of their junior year.

Southside Junior High is the sole feeder school to Southside Charter High School. Without solid foundational skills at these grade levels, students could face real limitations in their Future Story. Higher levels of student achievement and growth are needed to remove these limitations.

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.

Applicant Response:
Currently, the junior high operates on a traditional seven-period day. Technology has evolved. Society's expectations for school have evolved. The needs of students have evolved. Yet, the traditional school model looks much the same. As leaders, it was time to examine current reality and practices, to think outside the norm, and to seek flexibility to meet the needs of this evolving population. To frame that process, the group looked at ASCD's tenets of the whole child and started to sketch the model of a rural charter program. Tenet #4 states: Each child has access to personalized learning and is supported by qualified caring adults. Leaders had to ask themselves, is Southside Jr. High providing this day in and day out? The answer was no. So how do we do this with fidelity and with sustainable success? The first change had to be flexible use of scheduling, teachers, and time to meet the academic goals of each student.

The model would look at multiple data points on students to determine the best schedule for students. For example, in mathematics, SJHS has ACT Aspire Scores, NWEA MAP Score, i-Ready Math Diagnostic Scores, as well as classroom grades and teacher observations. Following Level 5 recommendations in High Reliability Schools, students could be placed in math courses based upon these data points, not solely based upon grade level. Additional data work could schedule students into sections of these courses based upon where they are on the learning continuum of the NWEA MAP. If a student has already mastered grade level content, he or she could be accelerated through other course offerings. Student Academic Excellence will focus on meeting students where they are and developing a pathway to their Future Stories. Student ownership and accountability will also be developed within the Community Engagement Component. To help students gain the personal competencies needed for Future Story success, an emphasis will be placed on developing these skills through the Leader in Me curriculum and development of communication and problem solving skills.

With the proposed charter, flexible scheduling will allow for the implementation of all four components that wrap around the whole child. Real World Weekly Time will allow school leaders to rotate groups of students with similar interests and/or needs through each of the four components of Future Story Discovery (Student Success for Educational Excellence, Healthy Living and Well Being, Community Engagement, and Connections to Make an Impact). During a Real World Session, groups of students could be divided into various educational enhancements: students would be at the community center exploring local fitness options; meeting with local CEOs and industry leaders learning about the importance of communication skills and then practicing those with literacy teachers; meeting with local hospital staff to design and share an anti-vaping campaign or messaging about teenage anxiety; attending the local chamber's hospitality training to promote and connect with amenities in the area; touring a local industry; participating in hands on math and science labs that address essential skills students are missing; or designing fitness apps and challenges for students and staff. Data gathered from student interests and academic needs will help school leaders design each quarter's rotations.
In Connections to Make an Impact, activities and instruction will be designed to make concrete connections between school habits and life/work habits. The CEO of Flowers Bakery shares that many current employees would be eligible for promotion within the company, but they lack the communication skills necessary. Similarly, another local manufacturer agrees that often writing skills prevent employees from moving from the production line to management. The plant must continuously communicate with global clients and suppliers. Without solid writing skills, the employee is limited in career advancement. Hearing the importance of communication skills from a CEO has a strong impact on students. Thus, communication skills, both written and spoken, would be a critical piece of this component.

Further, this component will be designed to prepare students for civic and community engagement. Many needs currently exist within our county that students can participate in or prepare to participate in. An example is the Impact Independence Strategic Community Plan, which looks at maintaining the natural beauty of the area. Students could participate in anti-littering campaigns by designing social media messaging or participating in clean-up activities. Another need in the rural community is volunteer firefighters and first responders. As the current volunteers age out of active duty, many rural fire departments within the county are actively recruiting younger citizens. To explore this area, students would have opportunities to visit with local trained firefighters, explore training opportunities, participate in CPR/first aid training, and design a student success plan that includes First Responder Certification during high school.

To enhance this learning, the Connections to Make an Impact Component will be designed to provide students exposure and exploration of the work community. Guest speakers, job site visits (both virtually and in person), and other career exploration activities will assist students in making connections between the classroom and Future Story possibilities. Through a partnership with the Batesville Area Chamber of Commerce, future chamber leadership class participants will be required to volunteer and provide career exploration activities at Southside Junior High. In addition to the workplace, students will also be exposed to community service activities within the school and across the county. As students create their personalized student success plans, community service/volunteerism will be a component addressed by teachers. With these activities, students will broaden their understanding of the community, experience ways that they can make an immediate impact on others, and begin to make connections to aide in the success of their own future stories. It is the hope that these opportunities help students broaden their definition of Future Story Success. A successful life may be measured by multiple means, not just by salary. Further, this component will be designed to prepare students for civic and community engagement.

The four components of the Future Story Discovery Program provide the skeleton for the program. Leaders will then dive deep into achievement data and student surveys. Students will have a voice in how these come to life each year.
3. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Assessment Instrument for Measuring Performance</th>
<th>Performance Level that Demonstrates Achievement</th>
<th>When Attainment of the Goal Will Be Assessed</th>
</tr>
</thead>
</table>
| In years 2021-2026, the goal will be to reduce the prior year's number of students below readiness by 5% each year. | ACT Aspire Reading  
ACT Aspire English  
ACT Aspire Mathematics  
ACT Aspire Science | Ready or Exceeding on the ACT Aspire | Spring of 2020: set baseline data.  
Assess attainment of goal each July (2021-2026) of charter implementation. |
| Over the five year implementation this will increase the overall number of students scoring ready or exceeding. |  |  |  |
| The goal will be to increase the number of students meeting the Reading RIT projected score for an ACT Score of 22 or higher. | NWEA MAP Test Reading | 7th gd Reading: 224  
8th gd Reading: 227 | Spring of 2020: set baseline data.  
Assess attainment of goal each May (2021-2026) of charter implementation. |
| The goal will be to increase the number of students leaving 8th grade ready for success in Algebra I. | NWEA MAP Test Mathematics | 8th gd Mathematics: 235 | Spring of 2020: set baseline data.  
Assess attainment of goal each May (2021-2026) of charter implementation. |

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.

**Applicant Response:**

The mission: The mission of Southside Junior High School is to open the doors of academic success and community enrichment for all children by committing to high levels of learning, exploration, discovery, and support of the whole child.

As leaders consider how to best evaluate the mission statement, some features of education in Independence County surface.

A new secondary career center at UACCB provides technical training to high school students at no cost to families. These programs require students to have a 15-19 on the ACT Reading test.

The Independence County Promise helps to provide low cost concurrent college courses to high school students. These courses require a 19 or higher on the ACT Reading/Math test.
For Future Story Success, Southside graduates need a 21 or higher to receive 30 hours of free tuition a year at UACCB. As a graduate of UACCB, a student is eligible for half price tuition at Lyon College.

If the mission is open doors, leaders recognize that students must have ACT scores in high school to meet these requirements. Data from the NWEA MAP Assessment can be utilized to predict student readiness for high school math courses like Algebra and Geometry or ACT college readiness scores. (NWEA MAP 2015 Comparative data: https://www.nwea.org/resource-library/research/2015-comparative-data-sheet-3)

The goals for the proposed charter were designed to help students grow and meet these test score benchmarks. Leaders do not want the doors to any student’s Future Story to be shut by poor academic achievement. The waivers and flexibility afforded by the charter will help students and staff build a learning pathway that opens doors for Future Story Success.

4. 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.

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

MIDDLE SCHOOL COURSES

GRADE(S): Seven YEAR OFFERED: 2020-2021

REQUIRED COURSES

- 7th Grade Literacy or Pre-AP Literacy
- 7th Grade Mathematics or Pre-AP Mathematics
- Arkansas History
- Geography
- 7th Grade Science or Pre-Ap Science
- Physical Education/Health
- KeyCode (with embedded computer science coding)
- Literacy Learning Lab (2nd block of cored instruction)
- Math Learning Lab (2nd block of core instruction)
• Literacy with Social Studies Embedded

ELECTIVE COURSES
• Band
• Choir
• Art
• EAST
• Athletics
• General Music
• Introduction to FACS

GRADE(S):  Eight   YEAR OFFERED:  2020-2021

REQUIRED COURSES
• 8th Grade Mathematics, Pre-AP Mathematics or Algebra I
• 8th Grade Science or Pre-AP Science
• 8th Grade Literacy or Pre-AP Literacy
• US History
• Physical Education
• Career Exploration
• Future Offering: Accelerated Science Pathway for Physical Science Credit in 8th grade
• Literacy Learning Lab (2nd block of core instruction)
• Math Learning Lab (2nd block of core instruction)

ELECTIVE COURSES
• Art
• Band
• Choir
• General Music
• Athletics
• EAST
  Future Course Offerings Grade 7-8: STEM, Pre-Engineering, Robotics, Computers Science,
  Intro to Agriculture, or others based upon need and community partnerships
• Leadership Skills
5. Describe the educational program to be offered by the charter school. Provide a description of curriculum, programs, and instructional methods used to support core classes. Please ensure that curriculum is aligned with the Arkansas Department of Education strategic goals. Explain how the district will pay for all associated costs.

**Applicant Response:**
With the work of ASCD’s Whole Child, SSD proposes an education program where students are healthy, safe, engaged, supported, and challenged. The tenets of the Whole Child align with the many current initiatives: school based health clinics, school safety, anti-bullying, High Reliability Schools, and Professional Learning Communities. Yet, the challenge for schools has been sustainability. The Future Story Discovery proposal looks at how all this works together to create a student ready for success and to sustain the model over time.

**Education Excellence for Student Success**
SSD ensures that all curriculum will be aligned with state frameworks and the ADE’s strategic goals. Staff will utilize the Understanding by Design Process and PLC process to create a guaranteed and viable curriculum. PLC coaching and UBD Unit design will be provided by district leaders, specialists from the Co-op/ADE, or Solution Tree. Ongoing support and embedded PD will be critical in this component as the school implements levels of the High Reliability Schools Framework, Science of Reading, and other requirements to meet the needs of student success.

**Personalized Learning Pathways**
Following Level 5 recommendations in *High Reliability Schools*, students could be placed in core math and literacy courses based upon multiple data points, not just placed solely based upon grade level. Additional data work could schedule students into sections of these courses tied to a learning lab based upon where they are on the learning continuum of the NWEA MAP. Once a student shows mastery of those content skills, he or she would move to another level of learning lab work or to an elective course. If a student has already mastered grade level content, he or she could be accelerated through other course offerings such as Algebra I and Pre-AP Literacy.

**Healthy Living and Well Being**

**Enhanced Physical Education**
SJHS is surrounded by a quality of life that embraces outdoor living and recreation. Using personal fitness devices, students would create personal fitness goals and challenges. Then, each student would track his or her progress towards those goals and challenges. PE teachers and school leaders would plan celebrations for students who meet their goals. Celebrations would take advantage of the numerous outdoor living and recreation opportunities within the area. Examples include: hiking at Jamestown Crag, completing the ropes course at Lyon College, biking one of the trails in the community, swimming at the aquatic center, or taking a fitness class at the community center.

**Collaboration with APPLE**
To support the use of personal fitness devices, Apple Educational staff will provide training for students on how to create personalized healthy living/well-being challenges. The instruction will include basic skills in app creation and development. The collaboration will provide not only motivation to improve overall health and well-
being, but also an introduction into a technology based career opportunities. The app development would "gamify" the building of healthy habits for groups or individual students.

Mental Health Education with White River Medical Center
A strong partnership for community education exists between SSD and WRMC. The hospital has pledged assistance in developing a strong mental health program that supports all students and their families. Topics for curriculum and Real World Sessions will be relevant and meaningful to both the students' current realities and the students' Future Stories. Some example topics include: Teenage Anxiety/Depression; Surviving High Stress Situations; Personal Goal Setting and Planning; Living with someone in the opioid crisis. The same mental health providers will also facilitate Breakfast Briefings and Learning Luncheons to support and educate students' families about the same needed topics.

Community Engagement

Personal Competencies
Continual conversations with business/industry partners reveals the need for a workforce with strong personal competencies. Sometimes they refer to these as soft skills, executive skills, or ability to provide customer service. In this component, SJHS leaders will work with PLCs to embed the skills needed for Future Story success. Resources such as ADE’s GUIDE for Life, Peak U, and the local chamber’s customer service training will provide foundational pieces for these activities. All of these help students develop abilities to communicate well, get along with others, and make a positive impact in the workplace and community.

Leader In Me
Stephen Covey’s *7 Habits of Highly Effective People* is the basis for this curriculum. It provides students experience a phase of self-discovery as they learn to engage with others and make responsible decisions. As SJHS implements the program, it will be creating a culture of social-emotional learning that supports the Future Story Discovery. Students will build self-confidence, discover their true potential, develop habits to support academic excellence, and develop 21st Century Skills. See attachment 4 for more specific skills.

Rachel’s Challenge
Headlines and social media constantly highlight bullying issues. Laws have been enacted to deal with bullying. School policies are in place. Rachel’s Challenge takes this to the implementation level to help schools become safer, more connected places to live and learn. It also seeks to stimulate real culture change by actively involving the entire community in the process. Schools implementing the program have seen reductions in bullying, alcohol, tobacco and other drug use. SJHS will use data from the annual APNA Survey to guide implementation, monitor the program, and evaluate effectiveness.

Connections to Make an Impact

Career Discovery
Over 60 business and industry partners are involved in Project Future Story at SCHS. As leaders plan the implementation of the junior high model, layer upon layer of career discovery will be designed. Partners will be leveraged to schedule guest speakers, provide tours and job shadowing opportunities, lead a workplace writing session, and provide varying means for students to become familiar with their career fields and the qualifications for success in their career field. Additional partnerships will be established to reflect the interests and needs of students.

Recent SCHS graduates will also serve in the role of guest speaker. An example of this would be recent graduates with industry technology/welding certificates. Some work locally on robotic welders and some work multiple states away on the pipeline. Both welders could provide virtual tours of their workplace and talk about how he or she accomplished their Future Story and how school impacted their life.

Workplace Writing and Skills
With feedback from local CEOs, SSD knows that to obtain job promotions within the local industry strong communication skills are critical. These industry leaders emphasize the need for written communication skills to engage with both local and global customers, suppliers, and business associates. As part of Real World Sessions, local industry leaders would briefly explain this need to groups of students through live sessions and
virtual sessions. Teachers would then immediately follow up with explicit, targeted practice of these skills. As appropriate, industry leaders and managers would assist with coaching and feedback to students as they practice these skills.

Complete the chart to explain how the key features of the program will be afforded.

**EXPENSES TO BE INCURRED BY NEW CHARTER**

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<tr>
<th>Specific Item/Program/Service</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>Leader In Me</td>
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**Description of New Funds to Pay for Item/Program/Service**  
*If private, include an attachment to demonstrate commitment.*

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<th>Amount</th>
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**Prior Year Item/Program/Service Expense Reduced to Fund Charter**  
*If applicable.*

<table>
<thead>
<tr>
<th>Amount of Reduction</th>
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<tbody>
<tr>
<td>Reduction of prior year's expenditures</td>
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**Explanation**

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<table>
<thead>
<tr>
<th>Specific Item/Program/Service</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>Mental Health Sessions supported by partnerships with WRMC, Families Inc, and ARcare</td>
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</tbody>
</table>

**Description of New Funds to Pay for Item/Program/Service**  
*If private, include an attachment to demonstrate commitment.*

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>See letter of support from J. Smotherman at WRMC (Attachment 5)</td>
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</table>

**Prior Year Item/Program/Service Expense Reduced to Fund Charter**  
*If applicable.*

<table>
<thead>
<tr>
<th>Amount of Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>No variance.</td>
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</tbody>
</table>

**Explanation**
<table>
<thead>
<tr>
<th>Specific Item/Program/Service</th>
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<tbody>
<tr>
<td>Rachel's Challenge</td>
<td>$1,000.00</td>
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</table>

**Description of New Funds to Pay for Item/Program/Service**
*If private, include an attachment to demonstrate commitment.*

| None                                                             |

**Prior Year Item/Program/Service Expense Reduced to Fund Charter** *If applicable.*

<table>
<thead>
<tr>
<th>Reduction of prior year's expenditures</th>
<th>Amount of Reduction</th>
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</thead>
<tbody>
<tr>
<td></td>
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**Explanation**

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<table>
<thead>
<tr>
<th>Specific Item/Program/Service</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with Apple</td>
<td>$52,000.00</td>
</tr>
</tbody>
</table>

**Description of New Funds to Pay for Item/Program/Service**
*If private, include an attachment to demonstrate commitment.*

| None                                                             |

**Prior Year Item/Program/Service Expense Reduced to Fund Charter** *If applicable.*

<table>
<thead>
<tr>
<th>Reduction of prior year's expenditures</th>
<th>Amount of Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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**Explanation**

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<table>
<thead>
<tr>
<th>Specific Item/Program/Service</th>
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<tbody>
<tr>
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**Description of New Funds to Pay for Item/Program/Service**
*If private, include an attachment to demonstrate commitment.*

| None                                                             |

**Prior Year Item/Program/Service Expense Reduced to Fund Charter** *If applicable.*

<table>
<thead>
<tr>
<th>Reduction of prior year's expenditures</th>
<th>Amount of Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

**Explanation**
6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

With headlines from 2018 shouting that the rural population of Arkansas is shrinking, the charter model becomes imperative to sustaining growth in rural communities. As the citizens of Independence County seek true, sustainable, independent growth, the education system must also reimage itself. The rural charter education model planned at Southside wraps around the whole child and connects the child and/or family to the community and opportunities within Independence County. A strong quality of life exists within the county. It becomes a duty to help students understand the local and global possibilities of a Future Story. Local business and industry depend on a pipeline of talent that does not migrate to other areas in the state. Both civic and municipal organizations seek training routes and opportunities to connect future citizens into members and civic/city leadership.

As the demand grows for schools to become more and more to students, families, and communities, the Southside School District has been responsive with a growing early childhood center, the establishment of a school-based health clinic, the addition of multiple career training pathways, a successful charter model in grades 9-12 (Future Story Model), and collaborations to offer reduced tuition for students. The district leadership continues to focus on a P-21 school model. Successes include the expansion of childcare for 25 preschoolers to an early childhood center with over 250 infants, toddlers, and preschoolers. In four years, the Future Story model has produced 54% of all graduates completing at least one college course; 3586 hours of college credit earned; 52 certificates of proficiency; 5 technical certificates; and 1 associate’s degree. Families have saved almost a quarter of a million dollars in tuition. Local employers have 57 high school graduates with specialized training ready for employment.

The next steps are providing increased access to career exploration, exposing students/families to low-cost community amenities, providing support and care for an evolving adolescent population, and supporting students in developing a Future Story with local and/or global impact. Community partnerships and connections will help promote not only why students can create a Future Story that allows them to stay in Independence County, but also how to create a Future Story where students stay locally and thrive. It also allows students to see the impact that business and industry in our county has across the globe. Yet, dreaming big and planning for the future would be remiss without also addressing the immediate needs of students and/or families.

The model of Southside Junior High is two pronged: future-forward thinking and support for the current reality of students. First, the Healthy Living/Well Being Component and the Student Academic Excellence Component address the immediate needs of students. With the insights a student gains from the Community Engagement Components and Connections to Make an Impact Component, he or she is better able to plan for future needs in his or her Future Story.

Academically, the needs of students must be addressed in other ways. The flexibility of waivers will allow the school to design an instructional plan that is tailored to fit the needs of the student. Time will be utilized in the manner that best fits the varying needs of students. Some students need more time in literacy; some need advanced studies in math; some need more hands-on learning. SJHS will work to implement fluid groupings and flexible schedules that meet the needs of students.

The need to focus first on the immediate needs of students is also highlighted by both national and local data. The CDC reports that suicides are higher in rural America than in urban America (https://www.cdc.gov/ruralhealth/about.html). In a 17 month span (January, 2018-May 2019), the local hospital, White River Medical Center, reports 447 visits to the emergency room for suicide events. The youngest patient was 9 years old. The oldest was 91. In the data breakdown, adolescents between the ages of 9-17 were treated for 58 suicide events. That averages one suicide event by a student every eight and half days in the rural service area of the hospital. Traditional school-based mental health services are not meeting the needs of all students.

With stakeholders asking for quality workforce in the Impact Independence Plan, it is a role that the schools of the county must embrace. The Impact plan specifically asks for a “greater involvement between the education...
community and the business community, and contextualized education programs that support skills needed by local employers.” By modifying the traditional school day, the proposed charter will better prepare students with personal competencies, communication skills, and problem solving skills. Meeting the demands of local employers.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
   A) Employing personnel;
   B) Developing and controlling the charter school budget;
   C) Managing day-to-day charter school operations;
   D) Developing and controlling the school calendar; and
   E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

A) Employing personnel;
   As needed, the leadership of the charter school will have the ability to select new employees, both certified and classified. The district will also seek a waiver in the charter application to allow the employment of Arkansas Qualified Teachers who are not licensed teachers.

B) Developing and controlling the charter school budget;
   Following the recommendations of the SJHS’s school improvement committee and building-level leadership, budget priorities for the school will be established. SSD is a fiscally sound district and will work collaboratively with building leadership to maintain the fiscal strength of the district.

C) Managing day-to-day charter school operations;
   Building-level leadership will have the autonomy to determine the day-to-day routines and management needed for student success at SJHS. District administration will hire strong leadership and allow them to carry forward the vision and mission of the charter application. With the Future Story Discovery plan as a foundation for educational services, building administrators will have autonomy to design and implement such critical pieces as master schedules, staff assignments, and individualized education experiences.

D) Developing and controlling the school calendar; and
   SJHS school improvement team will have input in conjunction with the District PPC to establish a school calendar that best meets the needs of student learning and success.

E) Other areas of autonomy to be afforded to the charter.
   Building leadership will have the autonomy to make short-term and long-term decisions based upon student needs.
8. Describe the school improvement plan by addressing the following:

A) Explain how and how often the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Students, parents of students, and licensed employees will continue their respective roles in the school improvement plan. Goals for the plan of SJHS will be aligned with the broader goals of Future Story Discovery plan as well as state and national goals that include: literacy, mathematics, English Language Learners, health and wellness, and the cycle of continuous improvement planning (CIP). Each summer, the plan will be presented to the local school board to review and approve. It will also be posted on the district’s website for review by parents and community members.

With subcommittees needed to develop and implement the broader goals, students, parents, and certified staff will have multiple opportunities to be involved. Before the May 1 deadline, the goals, performance criteria, and achievement will be evaluated to determine the effectiveness of the plan and identify changes needed to ensure student success.

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the stated education goals.

Applicant Response:

Strengths of the district include professional learning communities (PLCs), use of data for decision making, community partnerships, and the belief that learning should be viewed student by student and skill by skill. SSD seeks to find the pathway for all students to learn and turn their future story into a reality. The current plan and all future school improvement plans will address the needs of at-risk learners and their future story discovery.

As part of SJHS’s school improvement plan, initiatives will include alignment to the Impact Independence Plan, ADE’s vision for Excellence in Education, Arkansas State Standards, and Project Future Story.

9. Describe the ongoing 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.

Applicant Response:

The alignment of curriculum at SSD falls within the boundaries of Professional Learning Communities. A team of lead teachers, instructional facilitator, and principal provide a regular schedule, a structure, the protocols for the work of PLCs, and the tools to monitor the tasks charged to the PLCs. With dedicated time, resources, and professional development hours, the work of PLCs is supported by lead teachers, building-level instructional leaders, and district personnel. During the planning and implementation phases of the Future Story Discovery program, 21st century workforce skills—such as problem-solving, reasoning, critiquing, attending to precision, and communication with others—will be embedded within curricular units.
10. 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;

**Applicant Response:**

Currently, one full-time counselor serves students in grades 7-8; one career and college coach serves students in grades 7-12. The counselors and career coach in the district participate in a professional learning community (PLC) to ensure the alignment of the guidance program. The district has 4 full-time counselors, 1 part-time counselor, and a career and college coach. If enrollment increases, the hiring of additional counselors by the district will be necessary. SJHS students would continue to be eligible for all guidance programs and school-based mental health services. In addition, the proposed charter would enhance and expand present mental health services.

B) Health services;

**Applicant Response:**

Students will continue to have access to health services at the SSD. A school nurse is shared between the junior high and the adjacent high school. The nurse is stationed on the junior high campus. A school-based health clinic is also located on Southside’s rural school campus. In the last school year, dental services were added to the clinic. Students have access to both medical and dental care. As needed, transportation will be provided for students to access the health clinic, which houses medical and dental services.

C) Media center;

**Applicant Response:**

Students of the proposed conversion charter at SJHS would continue to have access to the media center at the current junior high. The media center will respond to the changing needs of the 21st century student. Within the community, students/families will have opportunities to explore the new state of the art county library and to complete applications for Independence County Library Cards.

D) Special education, including appropriate state assessments for special education students;

**Applicant Response:**

All students with Individual Education Plans (IEP) will be provided special education services. Certified teachers will work with students individually, in small groups, and indirectly, as stated in their IEPs. Teachers will also continue to assist with the development and educational fulfillment of the student’s success plan. Current services are in compliance with all state and federal requirements and will continue with charter status.

E) Dyslexia services;

**Applicant Response:**
The current Southside Junior High Dyslexia plan will continue into the proposed charter model. The plan was developed in collaboration with the staff from across the district and the dyslexia specialist of the Northcentral Cooperative, Rhonda Taylor. Phonics First is used as the dyslexia intervention program. SJHS students are provided interventions during the school day and/or after school.

F) Transportation;

**Applicant Response:**

Transportation will be provided by the Southside School District. Assistant Superintendent Dion Stevens will oversee transportation. The SSD and SJHS will comply with all transportation regulations.

G) Alternative education, including Alternative Learning Environments;

**Applicant Response:**

Currently, SSD provide ALE for at-risk students at SJHS. ALE programming will include opportunities in the four key programmatic areas of the charter program. As students continue to SCHS, this foundation will help connect them to a Future Story and entice many at-risk students to re-engage with school.

H) English Language Learner (ELL) instruction, including appropriate state assessments for English Language Proficiency; and

**Applicant Response:**

Employing current resources and programs of study, SJHS will continue to provide instruction that prepares English Language Learners (ELLS) to function both academically and socially. Instruction will be individualized to assist students in the fulfillment of their Future Story Discovery plan.

I) Gifted and Talented Program.

**Applicant Response:**

Utilizing students’ personalized learning plans, the gifted and talented teacher will coordinate appropriate services for gifted and talented students. Students will have opportunities for career exploration, self-directed online learning, project based learning, and multiple activities to connect them to the community in the GT programming.
11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. *(See Arkansas Code Annotated 6-23-202.)*

**Applicant Response:**

Early in each fall semester, data related to the goals will be collected, analyzed, and shared with the public in a transparent manner with a live presentation of progress separate from the annual report to the public. The progress report will be publicized. The presentation and data analyses will be placed on the school web page and/or social media platforms.

Data collected will include: enrollment, student growth on NWEA MAP test; student achievement/growth on ACT Aspire; student attendance rates; family surveys; and number of hours of related professional development earned by teachers. The resulting summaries will be published on the district website, given to parents and submitted to the Arkansas Department of Education.

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

**Applicant Response:**

Southside Junior High School will remain the only source of instruction for students in grades seven and eight. Therefore, the school will be required to educate every eligible student who seeks admission, including students who enroll by legal transfer or school choice. Historic data and growth projections assist in setting an enrollment cap of 600. However, if future growth nears the enrollment cap, the SSD would petition the state board for an increase. If the petition is unsuccessful, the SSD would use the Random Number Generator, a computerized lottery system, to determine a random enrollment sampling. Siblings of currently enrolled students would be given priority. Students enrolling under school choice's provisions and/or legal transfer would be accepted in accordance with the statutory provisions which govern those areas. SSD will continue to recruit through newspaper advertisements, radio spots, and online media sources.

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

☑ Yes
☐ No
13. Name any district personnel, 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.

**Applicant Response:**
Cheryl Harris, Assistant Principal (Southside Charter High School and Freshmen Academy)
George Sitkowski, Principal (Southside Charter High School and Freshmen Academy; The Academies of Mountain Home)
Roger Rich, Superintendent (Southside Charter High School and Freshmen Academy)
Novella Humphrey, Director of Curriculum (Southside Charter High School and Freshmen Academy)
Dion Stevens, Assistant Superintendent (Southside Charter High School and Freshmen Academy)

14. 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. Please describe the plan for providing teachers with continuous professional development.

**Applicant Response:**

**ADMINISTRATORS**

<table>
<thead>
<tr>
<th>Administrator Position</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reports to:</strong></td>
<td>Superintendent</td>
</tr>
<tr>
<td><strong>Salary Range:</strong></td>
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</table>

**Minimum Qualifications Required**

**Education Required:**
Master's Degree in Education Leadership or equivalent

**Experience Required:**
Prior leadership position or completion of the Southside School District's Leadership Cadre Program

**Certification Required:**
Building Level Administrator (7-12)

**Job Duties: List up to 5 key duties this individual will perform.**

- Supervise and evaluate instructional staff and Future Story Discovery programs to ensure increased student achievement and engagement with learning
- Analyze student achievement data and collaborate with instructional staff to make adjustments to curriculum and instruction to promote increased student achievement
- Facilitate the partnership between SJHS and local business/industry leaders/partners to support the key features of Future Story Discovery
- Maintain a culture of high standards and expectations for all students
Job Duties: List up to 5 key duties this individual will perform.

- Implement SSD’s and SJHS’s mission and vision

Administrator Position: Assistant Principal

Reports to: Principal

Salary Range: $67,000 to $72,000

Minimum Qualifications Required

Education Required:
Master’s Degree in Education Leadership or equivalent

Experience Required:
Prior leadership position or completion of the Southside School District’s Leadership Cadre Program

Certification Required:
Building Level Administrator (7-12)

Job Duties: List up to 5 key duties this individual will perform.

- Implement SSD’s and SJHS’s mission and vision
- Analyze student achievement data and collaborate with instructional staff to make adjustments to curriculum and instruction to promote increased student achievement
- Supervise PLCs and Future Story Discovery programs to ensure increased student achievement and engagement with learning
- Maintain a culture of high standards and expectations for all students

TEACHERS

Teacher Position: Classroom

Reports to: Principal

Salary Range: $33,525 to $49,850

Professional Development:
PLC Coaching and Support, Curriculum Units Development (UBD), Leader in Me, Instructional Technology, Student Success Plan Support, and other PD aligned to the teacher’s Professional Growth Plan (PGP).

Minimum Qualifications Required

Education Required:
Bachelor's degree or higher in related educational field

Experience Required:
College teacher education internship program or related experience (APPEL, MAT, etc)
Certification Required:
Valid Teaching license for grade level and content taught

Job Duties: List up to 5 key duties this individual will perform.
● Serve as an advocate for student learning
● Collaborate with PLC to align curriculum, instruction, and assessment with key features of Project Future Story Discovery and the Arkansas Curriculum Frameworks
● Support students in creating and implementing student success plan
● Analyze student data to ensure student learning at the mastery level
● Implement SSD’s and SJHS’s mission and vision

SUPPORT STAFF
Support Staff Position: 
Reports to: 
Salary Range: 

Minimum Qualifications Required
Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.
●
15. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to 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

It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of 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 Department of 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

16. Describe the facilities to be used. Give the present use of the facility.

**Applicant Response:**

The current Jr. High facility is 43,175 sq. ft. and houses grades 7-9. The junior high relies on extra and shared spaces from the high school. The two schools share career, dining, food services, classroom, and PE spaces to accommodate the steady growth in student population. The junior high school is well maintained and has recently gone through a remodel and relocation of the main office. This addressed safety concerns about the offices being located in the middle of the building. Now visitors must be buzzed into the office when they come in through the main entrance of the junior high. Southside School District currently has plans to add space to the junior high to meet the needs of a growing enrollment.

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

**Applicant Response:**

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

**Applicant Response:**

Southside Junior High School will continue to operate under the same provisions of the federal National School Lunch Program. Currently students are offered breakfast before school, second chance breakfast, and lunch. Grab and Go breakfast is utilized as needed for students to receive tutoring and other extra support services. Master schedules for SJHS will be built around campus meal service, with Grab and Go Breakfast filling in any gap of morning nutritional needs for charter students. With over half of the student population qualifying for free/reduced lunch program, SJHS will continue to ensure all students, especially students from homes of poverty, have access to the nutrition programs on campus.

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

**Applicant Response:**

As a district, Southside Schools have taken a proactive approach to future changes in leadership. In the spring of 2019, the district established a teacher-leader cadre. This group consists of 20 teachers who are certified building administrators or are currently enrolled in a master’s-level program seeking certification. Over the summer, the group has participated in professional book studies, leadership workshops, and community events. During the school year, the group will meet once each academic quarter, continue participation in community and school events, rotate through a variety of administration duties, and obtain other instructional leadership skills. Some of the skills the group will concentrate on include: culture of learning, classroom walkthroughs and observations, data disaggregation, and current needs and trends of education. As the need arises for future leaders in our district and the charter programs, members of this group will have skills and experiences beyond the classroom that prepare them to step into leadership roles.

As a board, SSD has obtained ASBA Master Board certification. As new members are elected to the board, the continuous cycle of learning, innovation and leadership will continue. SSD’s board president and superintendent
will provide support, training, and opportunities for new board members.

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

**Applicant Response:**

The Southside School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in a manner that maintains a desegregated school district and does not impede any district's ability to maintain a desegregated school district. The Southside School District is not under any court orders concerning the desegregation of schools.

20. 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.**

**Applicant Response:**

<table>
<thead>
<tr>
<th>Waiver Topic: Planned Instructional Day</th>
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</thead>
<tbody>
<tr>
<td><strong>Statute/Standard/Rule to be Waived</strong></td>
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<table>
<thead>
<tr>
<th>Arkansas Code Annotated</th>
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<tbody>
<tr>
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<tr>
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<table>
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<tr>
<th>Standards for Accreditation</th>
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</thead>
<tbody>
<tr>
<td>Section Number</td>
</tr>
<tr>
<td>1-A.5.2</td>
</tr>
</tbody>
</table>

**Rationale for Waiver**

With a personalized learning plan to prepare for Future Story Success, SSD is requesting a waiver of
With the proximity of two institutions of higher learning, SSD seeks the flexibility to use instructors and staff from Lyon College and UACCB to provide instruction that would not otherwise be afforded to students at grades 7-8.

The request of the waiver by SSD would also allow employment of professionals from the community possessing outstanding credentials and work history in the various areas of the Future Story Discovery Program, even if they do not possess a teaching license.

Any individual hired as a result of this waiver will meet all other requirements, such as Arkansas Qualified Teacher and successful completion of criminal background. SSD see this as an enhancement to the relationships it has developed with the business and industry partners as a result of Project Future Story.
Waiver Topic: Media Center and Media Specialist

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

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<tr>
<th>Code Number</th>
<th>Code Title</th>
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<td>6-25-103</td>
<td>Library Media Services Program</td>
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<td>6-25-104</td>
<td>Library Media Specialist</td>
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Standards for Accreditation

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<th>Section Title</th>
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<tr>
<td>4-F.1</td>
<td>Library Media Specialists</td>
</tr>
<tr>
<td>4-F.2</td>
<td>Library Media Specialists</td>
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</table>

Rationale for Waiver

With charter status, SSD would utilize the media center to create a learning environment that supports learning at each student’s own pace and time before, during, and after instruction is provided. SJHS seeks flexibility to utilize the media specialist to meet the individual needs of students.

As students explore their potential future story, resources of space and personnel must shift from managing and directing learning to empowering students to direct, coordinate, and focus on their own learning. The media center will become a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and the defined role of the media specialist, he or she will be better able to support student success.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Code Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-17-812</td>
<td>Teachers’ Salaries Generally -- Compensation for Teaching More Than the Maximum Number of Students Permitted</td>
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Standards for Accreditation

<table>
<thead>
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<th>Section Number</th>
<th>Section Title</th>
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<tbody>
<tr>
<td>1-A.6</td>
<td>ADE Rules Governing Class Size and Teaching Load</td>
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</tbody>
</table>
Rationale for Waiver

Over the last five years, Southside Junior High class size has grown by 35%. Combining growth with the flexibility to meet the needs of students who may change their learning pathway during an instructional year, force hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a quality teacher can be selected for students. It only ensures compliance. Leadership recognizes that hiring teachers is the most important role played in the direct instruction of the classroom; forced hiring due to growth does not always afford leadership the time to fill positions with the quality demanded by the charter proposal. Core instruction teachers will not be assigned more than 180 students; a core academic class will not exceed more than 32 students.

Waiver Topic: Minutes Required in Non-Core Courses (art, music, etc). Ability to Blend 7th and 8th grader Students in the Same Grade Level Course.

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

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<thead>
<tr>
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<tr>
<td>6-16-130</td>
<td>General Provisions- Visual Art or Music</td>
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</table>

Rationale for Waiver

To better serve students, accelerate interventions, and facilitate Future Story Discovery Pathways, SSD seeks flexibility to double block students in math, literacy, and science or to place students in higher level courses.

Students not on track for career/college readiness would receive double instruction in core content. One block would be grade level instruction. The second block include supports and interventions to aid the student in successful grade level work and close content knowledge or skill gaps. The second block groups would be need-based, not divided by grade level. Multiple data points would aide in initial placement of the student. Formative assessments and teacher recommendations would be used to show mastery of the missing skills or knowledge allowing students to fluidly move in and out of learning lab classes and back into other classes to explore and discover Future Story Pathways.

Students demonstrating mastery of grade level content in 7th grade would have opportunities to advance their studies. For example, if a student is Exceeding on the ACT Aspire, above a 235 on NWEA MAP Test, and testing above the 7th grade level on i-Ready Math assessments, he or she could be enrolled in 8th grade math as a 7th grade student. Then as an 8th grade student complete Algebra I. In grades 9-12, the student would have more opportunities for advanced math courses: College Algebra, AP Calculus, or Future Story college courses at UACCB or Lyon such as Trigonometry, Calculus, or Statistics.
Waiver Topic: Clock Hours

Statute/Standard/Rule to be Waived

Standards for Accreditation

<table>
<thead>
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<tr>
<td>1-A.2</td>
<td>Curriculum and Instruction</td>
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Rationale for Waiver

By providing relevant and meaningful instruction in Future Story Discovery pathways, the teaching of simultaneous and/or embedded courses within the SJHS structure, SSD requests the waiver of seat time. SSD assures that the granting of this waiver will not create dilution of the course work required to meet all necessary standards and frameworks for the affected courses.
Leaders of the Southside School District invite you to join us for a public hearing on the proposed conversion charter for Southside Junior High (grades 7-8). The meeting will be held Thursday, July 11, 2019 at 6:00 pm in the Southside Administration Board Room.
Proof of Publication

STATE OF ARKANSAS
COUNTY OF INDEPENDENCE

[Signature]

1. Matthew Smith solemnly swear that I
am Classified Manager of THE BATESVILLE GUARD daily newspaper of general circulation printed in
Independence County and I was such general manager at the date of publication hereinafter stated,
and that said newspaper had a bonafide circulation in such county at said dates, and had been regularly
published in said county for the period of one month next before the date of the first publication of the
advertisement hereto affixed, and that said advertisement was published in said newspaper 4 times once a week for 4
weeks consecutively, the first insertion therein having been made on the

20 day of June, 2019

2nd insertion 27 day of June, 2019

3rd insertion 3 day of July, 2019

4th insertion 11 day of July, 2019

5th insertion

6th insertion

7th insertion

Matthew Smith [Signature]
Sworn to and subscribed before me this 11 day of July, 2019

My commission expires [Signature]
Fee for print, $_________
Cost of Proof $36.00
Rec’d Payment $_________
Total $36.00

[Seal of Notary Public]

Box 2036, Batesville, AR 72503 • 258 W. Main St. • (870) 793-2383 • FAX (870) 935-1674
Administration Office
Southside School District
70 Scott Dr
Batesville, AR 72501
(870)251-2341

Class Liner Ad #90801928 Summary:

Description: Public Notice: Southside Scho
Size: 1.00 x 1.21

Net Cost $36.00
Prepaid Amount $0.00
Amount Due $36.00

If paid by credit card, your statement will show the charge as "Newspaper Services - Paxton Media"

Order Detail:

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<td>6/20/19</td>
<td>7/11/19</td>
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Public Notice: Southside School District
Public Hearing for the discussion of a proposed conversion charter for Southside Junior High will be held on July 11, 2019 at 6:00 pm in the Southside Administration Office Board Room.
Jr High Conversion Charter Teacher Meeting  
July 8, 9:00 am

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>J.D. Haun</td>
<td></td>
</tr>
<tr>
<td>Bonnie Hargraves</td>
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<tr>
<td>Novella Humphrey</td>
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<tr>
<td>Adam Prince</td>
<td></td>
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<tr>
<td>Matthew Womble</td>
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<tr>
<td>Tyler Fields</td>
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<tr>
<td>Rikki Painter</td>
<td>Rikki Painter</td>
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<tr>
<td>Suzanne Rains</td>
<td>Suzanne Rains</td>
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<tr>
<td>Nancy Duncan</td>
<td>Nancy Duncan</td>
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<tr>
<td>Heather Butler</td>
<td>Heather Butler</td>
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<tr>
<td>Darla Sharp</td>
<td>Darla Sharp</td>
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<tr>
<td>Taylor Christie</td>
<td>Taylor Christie</td>
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</table>

www.southsideschools.org

Preparing the future of our community
Jr High Conversion Charter Stakeholder Meeting  
July 11, 6:00 pm

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<tbody>
<tr>
<td>Novella Humphrey</td>
<td>Novella Humphrey</td>
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<tr>
<td>Kyle Miller</td>
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<tr>
<td>Eric Lee</td>
<td></td>
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<tr>
<td>Dion Stevens</td>
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<tr>
<td>Roger Rich</td>
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www.southsideschools.org

Preparing the future of our community
## Math

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<th>9th Grade</th>
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<tr>
<td>2018</td>
<td>49.03</td>
<td>47.38</td>
<td>50.35</td>
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<td>2017</td>
<td>48.82</td>
<td>49.44</td>
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## Literacy

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<td></td>
<td>Southside</td>
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<tr>
<td>2018</td>
<td>50.32</td>
<td>44.59</td>
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<td>2017</td>
<td>62.29</td>
<td>56.52</td>
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## Science

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<tr>
<td></td>
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<td></td>
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<tr>
<td>2018</td>
<td>52.26</td>
<td>42.94</td>
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<td>2017</td>
<td>53.54</td>
<td>45.69</td>
<td>50.76</td>
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Cohort Growth from 2017 to 2018 (comparing same cohort of students in two consecutive years: 6th grade to 7th grade; 7th to 8th; 8th to 9th)

<table>
<thead>
<tr>
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<tr>
<td>Cohort Comparison</td>
<td>2017</td>
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<td>2017</td>
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<td>7th graders</td>
<td>58.75</td>
<td>49.03</td>
<td>46.25</td>
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<td>8th graders</td>
<td>48.82</td>
<td>50.35</td>
<td>62.29</td>
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<tr>
<td>9th graders</td>
<td>41.91</td>
<td>38.0</td>
<td>60.29</td>
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Data Sources:
2018 School Report Card and 2017 School Report Card accessed on:
https://myschoolinfo.arkansas.gov/Schools/Detail/3209042?FY=28&tab=reports
My School Info for Southside Middle School (6th grade) and Southside Junior High (grades 7-9)
### Class of 2016

- **53 of 112 graduates completed 720 hours (47%)**
  - **COST SAVINGS**
    - Fall 2015: $30,849.40
    - Spring 2016: $33,622.90
    - Total: $64,472.30
- **Silver 1-5 hours**
  - 10 Students
- **Navy Blue 6-14 hours**
  - 23 Students
- **Gold 15-29 hours**
  - 15 Students
- **Blue & Gold 30-59 hours**
  - 5 Students
- **Black & Red 60+ hours**
  - 0 Students
- **Associate Degree**
  - 0 Students
  - Stole - University Red Color, "Associate Degree"
- **Technical Certificate**
  - 0 Students
  - Stole - Black Color, "Technical Certificate"
- **CP Health Skills**
  - 10 Students
  - Apricot Cord
- **CP Industrial Tech**
  - 6 Students
  - Dark Green Cord
- **CP Early Childhood Education**
  - 2 Students

### Class of 2017

- **67 of 112 graduates completed 1193 hours (60%)**
  - **COST SAVINGS**
    - Fall 2016: $31,153.68
    - Spring 2017: $31,030.38
    - Total: $62,184.06
- **Silver 1-5 hours**
  - 12 Students
- **Navy Blue 6-14 hours**
  - 20 Students
- **Gold 15-29 hours**
  - 23 Students
- **Blue & Gold 30-59 hours**
  - 11 Students
- **Black & Red 60+ hours**
  - 1 Student
- **Associate Degree**
  - 1 Student
  - Stole - University Red Color, "Associate Degree"
- **Technical Certificate**
  - 1 Student
  - Stole - Black Color, "Technical Certificate"
- **CP Health Skills**
  - 10 Students
  - Apricot Cord
- **CP Industrial Tech**
  - 6 Students
  - Dark Green Cord

### Class of 2018

- **49 of 88 graduates completed 751 hours (56%)**
  - **COST SAVINGS**
    - Fall 2017: $21,934.50
    - Spring 2018: $27,924.88
    - Total: $49,859.38
- **Silver 1-5 hours**
  - 3 Students
- **Navy Blue 6-14 hours**
  - 25 Students
- **Gold 15-29 hours**
  - 19 Students
- **Blue & Gold 30-59 hours**
  - 3 Students
- **Black & Red 60+ hours**
  - 0 Students
- **Associate Degree**
  - 0 Students
  - Stole - University Red Color, "Associate Degree"
- **Technical Certificate**
  - 0 Students
  - Stole - Black Color, "Technical Certificate"
- **CP Health Skills**
  - 5 Students
  - Apricot Cord
- **CP Industrial Tech**
  - 2 Students
  - Dark Green Cord
- **CP EMT**
  - 4 Students
  - Salmon Pink

### Class of 2019

- **56/106 graduates completed 922 hours (53%)**
  - **COST SAVINGS**
    - Fall 2018: $46,684.00
    - Spring 2019: $51,046.00
    - Total: $97,730.00
- **Silver 1-5 hours**
  - 1 Students
- **Navy Blue 6-14 hours**
  - 25 Students
- **Gold 15-29 hours**
  - 27 Students
- **Blue & Gold 30-59 hours**
  - 3 Students
- **Black & Red 60+ hours**
  - 0 Students
- **Associate Degree**
  - 0 Students
  - Stole - University Red Color, "Associate Degree"
- **Technical Certificate**
  - 4 Students
  - Stole - Black Color, "Technical Certificate"
- **CP Health Skills**
  - 3 Students
  - Apricot Cord
- **CP Industrial Tech**
  - 3 Students
  - Dark Green Cord
- **CP EMT**
  - 2 Students
  - Salmon Pink

* First year of all secondary career center courses (CNA, EMT, Industrial Tech being 100% free to students)
July 26, 2019

To Whom It May Concern,

Occasionally, you have the fortune of being a part of a remarkable organization: an organization that has a great culture, the right focus, and good leadership. As a parent, I have three children who are part of such an organization. As a health care professional, our health system is a partner with such an organization. That organization is the Southside School District.

Over the years the Southside School District has developed new initiatives that provide the students with unique opportunities for learning and growth, both as students and as people. One example is the Future Story program. Students are encouraged and empowered to think, dream, plan, and aim toward their best future. Two of my children have participated in the Future Story program. I have seen the impact that it has had on them by broadening their minds and yet narrowing their focus on working hard to achieve their best story for their future. As a health care professional, I am delighted that White River Health System has been, and will continue to be, a partner with Southside Schools, and participates in helping their students to build their future story through promoting health and wellness, and assisting with and sponsoring events that help to accomplish those goals. Through our partnership, White River Health System and the Southside School District have worked together to provide food for children struggling with food insecurity on the weekends, shared presentations and information that promote wellness and healthy living, offered students insight into health care and health care careers, and most recently, by sponsoring a 3K fun run with the superintendent as a back-to-school event to promote being active and outdoors.

It is my hope that the Southside School District will continue to be a leader in developing the whole student through their innovation and commitment to excellence in education. I highly commend them to you as a candidate for consideration. The Southside School District is an example of providing students with the right learning environment, offering support and mentorship, and developing students to be people of skill and character.

If I can be of assistance or provide further information, please do not hesitate to contact me by phone (870-262-2701) or by email at jsmotherman@wrmc.com.

Thank you for your consideration.

Jody Smotherman
Vice President of Community Engagement
White River Health System
<table>
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<tr>
<th>Name of Other Charter</th>
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<th>Status of Other Charter</th>
<th>Address of Other Charter</th>
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<tbody>
<tr>
<td>Southside Charter High School and Freshmen Academy</td>
<td>Superintendent</td>
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<td>70 Scott DR Batesville, AR 72501</td>
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Name of Individual with Prior Charter Experience  George Sitkowski

Position with Proposed Charter  Principal

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<td>Mountain Home Career Academies</td>
<td>Assistant Principal</td>
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<tr>
<td>Southside Charter High School and Freshmen Academy</td>
<td>Assistant Superintendent</td>
<td>Operating</td>
<td>70 Scott Dr, Batesville, AR 72501</td>
<td><a href="https://myschoolinfo.arkansas.gov/Schools/Detail/3209703">https://myschoolinfo.arkansas.gov/Schools/Detail/3209703</a></td>
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<tr>
<td>Southside Charter High School and Freshmen Academy</td>
<td>Director of Curriculum and Federal Programs</td>
<td>Operating</td>
<td>70 Scott DR, Batesville AR 72501</td>
<td><a href="https://myschoolinfo.arkansas.gov/Schools/Detail/3209703">https://myschoolinfo.arkansas.gov/Schools/Detail/3209703</a></td>
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Name of Individual with Prior Charter Experience  Cheryl Harris

Position with Proposed Charter  Assistant Principal

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</tbody>
</table>
July 30, 2019

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Mail Slot #3
Little Rock, AR 72201

Dear Commissioner Key,

I am writing to express support from the Batesville Area Chamber of Commerce for the Southside School District conversion public charter school. The purpose of the conversion charter is to increase college and career readiness. This will be achieved by establishing innovative and authentic paths to careers for students. These pathways will lead to improved overall quality of life for students and improved quality of place in the community.

This vision for improving the lives and opportunities for students is directly in line with the county wide strategic plan for Independence County. The strategic plan, IMPACT, was created through a grass roots, community led, initiative addressing needs related to community and economic development. Southside School District has embraced the plan and incorporated these aspects into the new proposed program to address the needs of the whole child and the community at large.

Southside School District has community partnerships in industry, business, higher education, and healthcare. Through these partnerships, unique experiences will be available to each student allowing them to continue to build their future story. Southside School District also has solid relationships with the University of Arkansas Community College Batesville and Lyon College. By establishing these relationships, student success opportunities have never been stronger.

We look forward to working with Southside School District on this innovative project and are excited about the potential for our students and community through the conversion charter school.

Crystal Johnson
President/CEO, Batesville Area Chamber of Commerce
July 26, 2019

Ms. Novella Humphrey  
Director of Federal Programs/Curriculum  
Southside School District  
70 Scott Drive  
Batesville, AR 72501

Dear Ms. Humphrey:

The University of Arkansas Community College at Batesville (UACCB) is very proud and excited to offer this letter of support for the Southside Junior High School Conversion Charter. The creative and innovative aspects of Future Story Discovery will expose children, whose minds are impressionable, to the benefits of health and wellness, citizenship, community engagement; and reiterates that education comes in a variety of formats.

We are very fortunate to have a rural school district that would contemplate addressing the “whole” child. Developing a Junior High School experience that incorporates elements of the Independence County Impact (strategic plan) provides long term benefits in the essence of a Steven Covey “win-win.” The way in which the curriculum has been designed and the utilization of community organizations allows students and parents to recognize the tremendous benefits of creating an interconnected environment.

This integration can be seen within the four primary areas of study contained in the Future Story Discovery Conversion Charter. Students enrolled in the charter will more clearly understand the connections between physical and mental health, community and civic engagement, student success and educational excellence, and community awareness. The advantage to such in-depth exposure will no doubt change the trajectory of each student. As these students complete the discovery of their future story, their influence can change the status quo.

Through creative and innovative programs like Project Future Story (the high school conversion charter), Southside High School has elevated education in Independence County and throughout Arkansas. The Southside Junior High School Conversion Charter: Future Story Discovery will provide additional educational opportunities. Southside School District continues to embraces the old adage that, “a rising tide floats all boats.”

Again, on behalf of the faculty, staff and administration of UACCB, I am pleased to support the Southside Junior High School Conversion Charter: Future Story Discovery program.

Sincerely,

[Signature]
Deborah J. Frazier  
Chancellor

University of Arkansas Community College at Batesville

P.O. Box 3350 / Batesville, Arkansas 72503-3350 / 870-612-2000 / Fax 870-793-4988  
UACCB is an equal opportunity/affirmative action institution.
July 29, 2019

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Panel Members:

Lyon College’s Teacher Education Program is pleased to submit this letter in support of the Southside School District’s application for conversion charter status at the junior high level. We believe that this proposed conversion exemplifies the principles and strategies found in both Independence County’s Impact Plan for Education and ADE’s Strategic Plan. We understand that the proposed conversion is designed to address the needs of the whole child by focusing on academic excellence, healthy living and personal well-being, and community engagement and connections.

Through our long-standing partnership to provide field experience and mentoring to teacher education candidates, Lyon faculty have observed the school district’s commitment to growth and opportunity for their students and have witnessed the impact of their Future Story approach to connecting students to careers, postsecondary educational opportunities, and their community on student outcomes. We will continue to work with the Southside School District as part of the community that supports their students’ future stories and, in particular, as a resource for those students who have an interest in becoming educators themselves.

We look forward to seeing Southside’s charter successes at the high school level expanded to the junior high level.

Sincerely,

Kimberly Crosby, Ed.D.
Assistant Professor of Education
Director of Teacher Education
Lyon College
Southside School District
2019-2020 School Calendar

Significant Calendar Events

Aug. 7       Staff Development
Aug. 8       Staff Development
Aug. 12      Open House
Aug. 14      Classes Begin
Sept. 2      Labor Day Holiday (No School)
Oct. 11      End of 1st Quarter (42 Student Days)
Oct. 15      Parent Teacher Conference K-12
             (3:30-7:00 pm)
Oct. 16      Staff Development (No School)
Nov. 27-29   Thanksgiving Holiday (No School)
Dec. 20      End of 2nd Quarter (46 Student Days)
             End of 1st Semester (88 Student Days)
Dec. 23-Jan. 3  Christmas Break
Jan. 6       Classes Resume
Feb. 14      Winter Break
Feb. 17      Presidents’ Day
March 6      End of 3rd Quarter (43 Student Days)
March 19     Parent Teacher Conference K-12
             (3:30-7:00 p.m.)
March 23-27  Spring Break
April 10     Good Friday
May 20       End of 4th Quarter (47 Student Days)
             End of 2nd Semester (90 Student Days)
             End of School Year (178 Student Days)

First Inclement Weather Day:  May 21
Second Inclement Weather Day:  May 22
Third Inclement Weather Day:  May 26
Fourth Inclement Weather Day:  May 27
Fifth Inclement Weather Day:  May 28
Sixth Inclement Weather Day:  May 29
Other Inclement Weather Day:  All other days added to the end

Pre-School:  (870) 251-2297
Elementary:  (870) 251-2661
Middle School:  (870) 251-2332
Jr High:  (870) 251-4003
High School:  (870) 251-2662
HIPPY  (870) 251-4024

http://southsideschools.org
70 Scott Drive
Batesville, AR  72501
Administration:  (870) 251-2341

Southside Schools
Home of the Southerners

School Board Adopted April 8, 2019
2019 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the Superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion 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.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator’s objection.

5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.

7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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.

11. 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.

Signature of Superintendent of School District

Printed Name

8/1/19

Date
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>SJHS</td>
<td>Southside Junior High School</td>
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<tr>
<td>SCHS</td>
<td>Southside Charter High School</td>
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<tr>
<td>SSD</td>
<td>Southside School District</td>
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<tr>
<td>UACCB</td>
<td>University of Arkansas Community College at Batesville</td>
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<tr>
<td>WRMC</td>
<td>White River Medical Center</td>
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<tr>
<td>HRS</td>
<td><em>High Reliability Schools</em> by Robert Marzano</td>
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<tr>
<td>CDC</td>
<td>Center for Disease Control</td>
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<tr>
<td>ADE</td>
<td>Arkansas Division of Elementary and Secondary Education</td>
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<tr>
<td>Lyon</td>
<td>Lyon College</td>
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<tr>
<td>UBD</td>
<td>Understanding by Design</td>
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<tr>
<td>PLC</td>
<td>Professional Learning Community</td>
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<tr>
<td>ASCD</td>
<td>Association for Supervision and Curriculum Design</td>
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<tr>
<td>NWEA MAP</td>
<td>Northwest Evaluation Association Measure of Academic Progress</td>
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<tr>
<td>RIT</td>
<td>Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores.</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
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<td>APNA</td>
<td>Arkansas Prevention Needs Assessment</td>
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<tr>
<td>CIP</td>
<td>Continuous Improvement Planning</td>
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<td>PPC</td>
<td>Personnel Policy Committee</td>
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<td>PGP</td>
<td>Professional Growth Plan</td>
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<tr>
<td>ASBA</td>
<td>Arkansas School Boards Association</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<td>GT</td>
<td>Gifted Talented</td>
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<tr>
<td>ALE</td>
<td>Alternative Learning Environment</td>
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<tr>
<td>ELL</td>
<td>English Language Learner</td>
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