

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:

Centerpoint Academy of Agriculture and Skilled Trades

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

Arkansas Department of Education

Charter School Office Four Capitol Mall Little Rock, AR 72201 501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION 2019 APPLICATION DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Cen	nterpoint Acad	demy of Agric	ulture and SI	killed Trades	
Grade Level(s) for the School: 11-12	chool: 11-12 Student Enrollment Cap: 75		Student Enrollment Cap:75		
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	11	11-12	11-12	11-12	11-12
Enrollment Cap at the Charter	25	45	60	75	75
Name of School District: Centerpoint Sch	ool District				
Name of Primary Point of Contact: Nic N	Mounts				
Name of Primary Point of Contact: Nic N Address: 755 Hwy 8 East	Mounts	C	ity: Amity		
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B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

To provide students with opportunities to learn the values of skilled labor in an environment that emphasizes perseverance, collaboration, and innovation.

Explain how the mission statement was developed.

Applicant Response:

An advisory group made up of current Centerpoint High School employees, students, and parents met to discuss the mission and focus of the proposed school, how the mission and focus would differentiate from our current school, curriculum, and scope, and what skills we want students to gain while attending the Centerpoint Academy of Agriculture and Skilled Trades.

In November 2017, one of our agriculture teachers and our high school principal visited the Academy for Sciences and Agriculture High School in Vadnais Heights, Minnesota. Discussions had been underway to further expand our school's agriculture program so that it both reached new students and served the current students better. The Minnesota trip was the first actual step school leaders made when trying to determine what the end product would look like. Later, a team of Centerpoint High School teachers and administrators traveled to Pea Ridge to tour the Pea Ridge Manufacturing and Business Academy in order to view their program offerings firsthand.

Since these trips, discussions have been ongoing about programs of study, potential students and their needs and characteristics, and possible teaching assignments for our own conversion charter school.

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

Applicant Response:

Students will be able to tailor their education by focusing on an agricultural education curriculum and the many career paths involving agriculture. This focus will ensure that students completely understand the values that skilled labor has by completing projects and assignments that require perseverance, collaboration, and innovation.

Student Requirements

- 1. Complete a minimum of two programs of study with choices in Animal Systems; Agribusiness Systems; Food Products & Processing Systems; Power, Structural, & Technical Systems; and Plant Systems;
- 2. Actively participate as members of FFA;
- 3. Complete at least one Career Development Event;
- 4. Complete a collaborative capstone project with their assigned team of learners;
- 5. Secure employment or an internship with an agricultural-based employer during their time as a student at CAAST;
- 6. Complete industry-recognized certifications in each program of study.

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:

Parents and community members have long supported our agricultural programs of study and FFA chapter. Because of this support, Centerpoint High School students have been the beneficiaries of one of the best agriculture programs in the state. Our three agriculture teachers work with a variety of people including skilled laborers, college professors, state FFA staff members, other schools and agriculture teachers, and legislative leaders to ensure that our students understand every aspect of agriculture and the related careers. Our goal is to continue to have these community members, who are experts in their respective skilled trades areas, on our campus and to increase the exposure that our students have to their vast and unique skill sets.

Through the formation of an agricultural-focused charter school, we know that our parents and community members will be even more supportive of our mission and what we will offer to their students. We want to continue to be the school that others aspire to be when they discuss a high-functioning agricultural education program.

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:

A public hearing was held on Tuesday, July 2, 2019, from 6:30-8:00 in the Centerpoint High School library. Parents and community members heard a presentation from Centerpoint High School agriculture instructors Jerry Fendley, Marcus Crawley, and Billy Minton.

Everyone in attendance was supportive of the idea of establishing a conversion charter high school focused on agriculture and skilled trades. Questions from the audience revolved around the number and types of industry certifications that would be offered to students and the possibility for extended learning opportunities through visits to local industries and workplaces.

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:

According to the most recent United States Census data, almost 40% of the residents of Pike County are employed in fields relating to agriculture, forestry, construction, farming, and production. With an unemployment rate of only 2.9% as of April 2019 (Arkansas Department of Workforce Services), it can be assumed that those who are looking for employment are finding it, and that many of them are finding work in the exact areas in which the Centerpoint Academy of Agriculture and Skilled Trades intends to focus. Furthermore, of the 21 projected most in-demand employment opportunities for Southwest Arkansas, 20 are directly related to the types of skills that our students will learn.

Of our current student population in the Centerpoint School District, over 70% are considered economically disadvantaged, and 29.1% of all Pike County residents live in poverty including over half (51%) of those who indicated they had a high school diploma or less than a high school diploma. For those residents with at least some college, the poverty rate drops to 32%. This data indicate that even some training beyond high school drops the likelihood that a household would live in poverty by almost 1 in 5.

Additionally, 37% of residents without jobs live in poverty compared to 15% who have jobs. The data indicate that two variables directly correlate to living in poverty: educational attainment and employment. The Centerpoint Academy of Agriculture and Skilled Trades seeks to influence both of those variables.

For several years, we have surveyed our outgoing Centerpoint High School graduates and then tracked them after graduation. Upon graduation, 85% of the class of 2016 indicated they would be attending some sort of postsecondary education. When surveyed two years later, only 59% were still enrolled in postsecondary education. The results are similar for the class of 2017. Of those graduates, 83% indicated they planned to receive a postsecondary education. Two years later only 60% of those graduates were still enrolled.

This data indicate that roughly one quarter of our graduates cease their postsecondary training within two years of graduating high school. While it is likely that a few of these graduates completed a program of study, it is safe to assume that the majority of the graduates either quit school to enter the workforce, or they are both out of school and without employment.

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:

Centerpoint High School has been recognized regularly by *U.S. News & World Report* as a top school in Arkansas. We were awarded silver medals in 2015, 2016, and 2017, and in 2019 we were ranked as the #10 school in the state for our ability to prepare students for college. Among other variables, these rankings consider AP test scores, college remediation rates, and ACT readiness levels of students entering college (U.S. News & World Report, 2019).

While all indicators point to us preparing students well for four-year college, like many high schools across the country, we struggle to prepare our students who intend to enter the workforce, attend a two-year college, or enter apprenticeships upon graduation. We understand that we must do better to serve this large portion of our

student population so that they eventually become productive members of our society, and that is our intention through this conversion charter school.

We have the facilities to serve our students, and our agriculture teachers are well-qualified. We simply need the flexibility afforded to us in order to attract current in-the-field teachers to our charter school so that our students can learn the skills and develop the relationships that lead to employment.

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:

The Centerpoint Academy of Agriculture and Skilled Trades will focus on project-based instruction and learning. Numerous studies indicate that project-based learning promotes collaboration, critical thinking, problem solving, and communication (Bhagi, 2017; Schuetz, 2018; et. al). These strategies will assist students as they fulfill the learning goals and requirements of the charter school.

Goals and Requirements

- 1. Completing a minimum of two programs of study with choices in Animal Systems; Agribusiness Systems; Food Products & Processing Systems; Power, Structural, & Technical Systems; and Plant Systems;
- 2. Actively participating as members of FFA;
- 3. Completing at least one Career Development Event;
- 4. Completing a collaborative capstone project with their assigned team of learners;
- 5. Securing employment or an internship with an agricultural-based employer during their time as a student at CAAST;
- 6. Complete industry-recognized certifications in each program of study.

The requirements were chosen specifically to correlate with the skills needed to succeed in any work environment, but specifically an environment where agricultural or skilled trades are the focus.

Correlation of Charter School Goals to Workforce Setting

- 1. By choosing and completing two programs of study, students will learn skills in multiple areas, and they will understand the importance of making a commitment and subsequently fulfilling that commitment.
- 2. From data that we have collected ourselves and from notable research (Craft, 2012), it is evident that students who participate in at least one extra-curricular activity benefit across the board when compared to those students who are not actively involved. Benefits include increased attendance, higher levels of engagement, higher likelihood of graduating, better grades, better collaboration skills, and a higher overall satisfaction with school in general. By participating in FFA, which is the largest student organization in the Centerpoint School District, we have seen that students excel in all of these areas and more.
- 3. Career Development Events, completed through students' involvement with FFA, require high levels of dedication, perseverance, and planning on the part of students. These skills are just a few of the many skills we feel will serve students well when they enter the workforce.

- 4. The collaborative capstone project, completed during a student's senior year, will require a team of students to work together to reach a common goal. This project can be anything from a community service project to construction of a project that will serve a specific subpopulation. Students will be required to plan, fund, and complete the project under the supervision of a teacher.
- 5. By requiring students to secure employment or an internship during their time as a student gives students real-world experience in time management, planning, scheduling, and communication. For those students who are limited in their ability to travel to jobs or internships, there are several opportunities for employment through agricultural work-based learning, Jobs for Arkansas' Graduates (JAG), and Other Work-Based Learning (OWL). These programs are already in place and have proven to be valuable programs for the students of Centerpoint High School.
- 6. Industry-recognized certifications ensure employers and college admissions staffs that our students are qualified for the jobs or programs of study to which they apply.

Many of these requirements were witnessed firsthand during the trip to the Academy for Sciences and Agriculture in Minnesota, and other requirements are based on what we have seen work for our students.

- 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.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students will fulfill all graduation requirements of the Centerpoint School District.	Graduation rates as computed by the Division of Elementary and Secondary Education	100% of students will graduate	Annually
Students will demonstrate proficiency in math and science achievement.	ACT	60% of students will score a 19 or above on the STEM section of the ACT	Ongoing with an annual summary
Students will demonstrate proficiency in English and writing achievement.	ACT	60% of students will score a 19 or above on the English section of the ACT	Ongoing with an annual summary
Students will demonstrate proficiency in reading achievement.	ACT	60% of students will score 19 or above on the reading section of the ACT	Ongoing with an annual summary

Students will earn at least one industry-recognized certificate before graduation.	Industry-recognized certifications	100% of students will earn an industry-recognized certificate	Annually
Students will earn completer status in at least two programs of study before graduation.	Completer status as defined by the Arkansas Department of Career Education	100% of students will earn completer status in at least two programs of study upon graduation	Annually
Students will complete a collaborative capstone project with their assigned team of learners.	Capstone review committee rubric	100% of students will complete a collaborative capstone project upon graduation	Annually
Students will secure employment or an internship during their time as a student at CAAST.	Employment and internship placement data	100% of students will secure employment or an internship during their time as CAAST students	Annually
Students will secure employment, an internship, or college placement in a skilled trades area or college upon graduation.	LifeTrack survey data	100% of graduates will secure employment, an internship, or college placement in a skilled trades area or college upon graduation	Annually and ongoing. Data will be collected via survey for a minimum of four years after graduation.
Students will actively participate in FFA by attending meetings, participating as members of show teams, etc.	FFA enrollment data	100% of students will participate in FFA	Annually and ongoing

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:

All goals are directly aligned to the mission and vision of the Centerpoint Academy of Agriculture and Skilled Trades. By meeting these goals, students will have successfully fulfilled all expected learner outcomes, and they will be ready to secure employment or to enroll in skilled trades certification or degree program.

Correlation of Charter School Goals to Workforce Setting

- 1. By choosing and completing two programs of study, students will learn skills in multiple areas, and they will understand the importance of making a commitment and subsequently fulfilling that commitment.
- 2. From data that we have collected ourselves and from notable research (Craft, 2012), it is evident that students who participate in at least one extra-curricular activity benefit across the board when compared to those students who are not actively involved. Benefits include increased attendance, higher levels of engagement, higher likelihood of graduating, better grades, better collaboration skills, and a higher overall satisfaction with school in general. By participating in FFA, which is the largest student organization in the Centerpoint School District, we have seen that students excel in all of these areas and more.
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- 6. Industry-recognized certifications ensure employers and college admissions staffs that our students are qualified for the jobs or programs of study to which they apply.
- 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.

HIGH SCHOOL COURSES

Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
English 11 (412000)	11	2020	1
English 12 (413000)	12	2021	1
Transitional English 12 (413010)	12	2021	1
AP Language and Composition (517030)	11	2020	1
AP Literature and Composition (517040)	12	2021	1
Journalism (415000)	11-12	2020	1

Total Language Arts Units

Science (5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Environmental Science (424020)	11-12	2020	1
AP Environmental Science (523030)	11-12	2020	1
Chemistry (421000)	11	2020	1
Physics (422000)	12	2021	1
AP Biology (520030)	12	2021	1
Anatomy & Physiology (424030)	12	2021	1
	Total S	Science Units	6

Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Theater (459100)	11-12	2020	0.5
Instrumental Music (451000)	11-12	2020	1
Vocal Music (452000)	11-12	2020	1
Visual Art (450000)	11-12	2020	1
	Total E	no Arto Unito	2.5

Total Fine Arts Units

Social Studies (4 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
U.S. History (470000)	11	2020	1
AP U.S. History (570020)	11	2020	1
AP World History (571020)	11-12	2020	1
Civics (472000)	12	2021	0.5
Economics (473400)	12	2021	0.5
	Total Social Studies Units		

Career & Technical Education (9 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Power Systems (491400)	11-12	2020	1
Mechanics (491390)	11-12	2020	1
Metals (491380)	11-12	2020	1
Structures (491410)	11-12	2020	1
Greenhouse Management (491270)	11-12	2020	0.5

Course Name	Grades Offered	Year of Introduction	Credit Unit
Vegetable & Fruit Production (491130)	11-12	2020	0.5
Plant Science (491340)	11-12	2020	0.5
Food Products & Processing (491100)	11-12	2020	1
Agricultural CNC Technology (491610)	11-12	2020	1
Meat Processing I (491320)	11-12	2020	1
Meat Processing II (491070)	11-12	2020	1
Meat Processing Capstone (491080)	11-12	2020	1
Agribusiness Management (491030)	11-12	2020	1
Computerized Accounting I (492100)	11-12	2020	1
Computerized Accounting II (492110)	12	2021	1
Management (492320)	11-12	2020	1
Poultry Science (491440)	11-12	2020	0.5
Beef Science (491430)	11-12	2020	0.5
Equine Science (491420)	11-12	2020	0.5
Agricultural Electricity (491040)	11-12	2020	0.5
Total Ca	reer & Technical Ed	ucation Units	16.5

Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Algebra II (432000)	11-12	2020	1
Pre Calculus (433000)	11-12	2020	1
AP Calculus AB (534040)	12	2021	1
Algebra III (439070)	12	2021	1
Geometry A (431100)	11	2020	1
Geometry B (431200)	12	2021	1
	Total Mathe	ematics Units	6

Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Personal Fitness for Life (485010)	11-12	2020	0.5
Health and Wellness (480000)	11-12	2020	0.5
Spanish I (440000)	11-12	2020	1
Spanish II (440020)	11-12	2020	1
Computer Science Level 1 (465010)	11-12	2020	0.5
Physical Education (485000)	11-12	2020	1

Course Name	Grades Offered	Year of Introduction	Credit Unit
Computer Science Level 2 (465020)	11-12	2020	0.5
	Tota	I Other Units	5

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	6
Science (5 Units Required)	6
Fine Arts (3.5 Units Required)	3.5
Social Studies (4 Units Required)	4
Career & Technical Education (9 Units Required)	16.5
Mathematics (6 Units Required)	6
Other (4.5 Units Required)	5
Total (38 Required)	47

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:

All courses will follow the appropriate Arkansas curriculum standards as set forth by the Arkansas Department of Education.

Because one of the primary focuses of the charter school is to learn the value of skilled trades, teachers will use a project-based instructional approach in all classes. This type of instruction has been a mainstay of Centerpoint High School's approach within all career and technical education programs for years, but additional professional development will be provided to all core discipline teachers.

Additionally, core teachers and CTE teachers will spend three days together each summer in order to align their instruction to ensure that all teachers have an instructional vision that is aligned and focused on students attaining real world, work-ready skills.

District professional development funds will be used to pay for all professional development including any additional contract days required to attain professional devlopment.

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

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service	Estimated Cost	
Additional Professional Development for 7 Teachers, 5 Skilled Trades Adjunct Instructors, and 1 Charter School Director	\$7,800.00	
Description of New Funds to Pay for Item/Program/Service If private, include an attachment to demonstrate commitment. We intend to apply for grant funding through the Arkansas Public School Resource Center (APSRC).		Amount \$7,800.00
Prior Year Item/Program/Service Expense Reduced to Fund Charter If applicable.		Amount of Reduction
	No variance.	
Explanation If this funding is not awarded through APSRC, district funds may be u has indicated that funds can only be applied toward professional deve opening of the charter school. Once the charter school is open, all sub expenditures will be paid by the district.	elopment in the months leadi	ng to the
Specific Item/Program/Service	Estimated Cost	
Salaries	\$325,000.00	
Description of New Funds to Pay for Item/Program/Service If private, include an attachment to demonstrate commitment.		Amount
Prior Year Item/Program/Service Expense Reduced to Fund Charter If applicable.		Amount of Reduction
Re-assignment of teachers from Centerpoint High School		\$325,000.00
	No variance.	
Explanation		
Current Centerpoint High School teachers will be re-assigned to the C Skilled Trades. This will result in reduced salary expenditures for Cen		

Current Centerpoint High School teachers will be re-assigned to the Centerpoint Academy of Agriculture and Skilled Trades. This will result in reduced salary expenditures for Centerpoint High School that will then be assigned and coded to CAAST. Non-certified teachers will be paid approximately \$1,000-2,000 for each course they teach per semester.

Specific Item/Program/Service **Estimated Cost** Furniture, Fixtures, Equipment, and Computer Hardware/Software \$350.000.00 Description of New Funds to Pay for Item/Program/Service **Amount** If private, include an attachment to demonstrate commitment. We intend to apply for grant funding through the Arkansas Public School Resource Center (APSRC). Additionally, we will continue to take advantage of start-up grants from the Arkansas Department of Career Education. \$350,000.00 Prior Year Item/Program/Service Expense Reduced to Fund Amount of Charter If applicable. Reduction No variance. Explanation If this funding is not awarded through APSRC, these expenditures will be phased in over the course of several years and paid for with the combination of district funds and Arkansas Department of Career Education start-up grant funding. Specific Item/Program/Service **Estimated Cost** Visits to Charter Schools and Associated Travel \$2,000.00 Description of New Funds to Pay for Item/Program/Service If private, include an attachment to demonstrate commitment. **Amount** We intend to apply for grant funding through the Arkansas Public School Resource Center (APSRC). \$2,000.00 Prior Year Item/Program/Service Expense Reduced to Fund Amount of Charter If applicable. Reduction No variance. Explanation If this funding is not awarded through APSRC, these expenditures may be covered with district funds.

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

Applicant Response:

Of all the great student-focused programs that we offer our students, one area that we cannot control is the lack of access we have to technology centers through a two-year college. When we hear of the innovative programs of study that other schools offer, they are almost always offered through a local or regional technology center. Geographically, Centerpoint High School is positioned in an area that makes traveling to a two-year college campus impractical. The nearest campus, National Park College, is 45 minutes from our campus. Other campuses include UA Cossatot (53 minutes away), College of the Ouachitas (65 minutes away), and UA Rich Mountain (70 minutes away).

Several years ago we sent students to National Park College, but we stopped doing so because we only had two high school students who were benefiting from the program. Students could only attend morning classes on NPC's campus, and they were forced to miss three high school class periods to take a single college-level class. Because of the missed opportunities for high school credits, a very small percentage of our students could take advantage of this arrangement.

We recognize the need to offer our students concurrent credit opportunities, so we entered into an agreement with UA Cossatot for our students to take online classes. This arrangement has been great for our students and our communities, but it does nothing for those students seeking opportunities to learn skilled trades.

With this charter, we can expand our current career and technical education opportunities to our students by essentially having our own mini technology center. One of our long-term goals is to build this program to include students from neighboring school districts so that they too can learn a skilled trade and to serve working adults after regular school hours with adjunct faculty members employed through a partnership with a two-year college.

- 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. In order to staff the new Centerpoint Academy of Agriculture and Skilled Trades, we will utilize current members of the Centerpoint High School faculty. When a staff opening occurs, it will be filled by the charter school director after using a team-driven application and interview process.

- B. The budget will be overseen by the charter school director in conjunction with the principal of Centerpoint High School, the federal programs director of the Centerpoint School District, and the superintendent of the Centerpoint School District.
- C. Day-to-day operations will be managed by the charter school director.
- D. Because of the need to share resources with Centerpoint High School, the calendar for the Centerpoint Academy of Agriculture and Skilled Trades will mirror the calendar for the entire Centerpoint School District.
- E. The charter school director continually will seek ways to serve students and their needs through increased program offerings, curriculum revision, and community and industry partnerships.

- 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:

The school improvement plan will be evaluated at least annually to ensure that outcomes remain aligned with our mission, to make programmatic changes and additions, and to evaluate the effectiveness of the overall charter school. This evaluation will include a combination of the charter school director, faculty members, students, parents, community members, and industry professionals to ensure that all perspectives are represented and considered.

The school-level improvement plan (SLIP), and specifically the measurable goals contained within the SLIP, will be the driving document for evaluating the goals and outcomes of the charter school.

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:

As required by Arkansas law and the Division of Elementary and Secondary Education's rules and regulations, a school-level improvement plan (SLIP) will be developed for the Centerpoint Academy of Agriculture and Skilled Trades.

This plan will:

- 1. outline goals and expected outcomes based on an analysis of students' needs,
- 2. identify supports and evidence-based interventions and practices that will be provided to students,
- 3. describe the planned professional development necessary for staff members,
- 4. describe the implementation timeline for monitoring and evaluation of the interventions and practices for effectiveness.
- 5. evaluate and modify a parent, family, and community engagement plan,
- 6. contain a research-based literacy plan to meet students' needs.

The SLIP will include relevant student achievement data, including ACT scores and Aspire scores, and feedback from stakeholder groups including faculty, parents, community members, and students.

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:

Curriculum will be evaluated during the year and at the conclusion of each school year to ensure that the intended student learning outcomes have been met and will continue to be met in the future. Our current faculty members are accustomed to revising their curriculum as needed as part of professional learning communities, so this will not be a change for them.

10. Describe the manner in which the school will make provisions for the following stude services, even in each area for which a waiver is requested:	ent
A) Guidance program;	
Applicant Response:	
Students will be served through the school counselor through Centerpoint High School. All students will have individualized student success plan along with a transition plan. A part-time career coach will be employed to work with students to develop student success plans and transition plans.	
B) Health services;	
Applicant Response: Students will be served through the school nurse housed at Centerpoint High School.	
C) Media center;	
Applicant Response:	
Students will be served through the library media center at Centerpoint High School.	
D) Special education, including appropriate state assessments for special education students;	1
Applicant Response:	
Students will be served through special education teachers at Centerpoint High School. Students who have I or 504 plans indicating additional testing provisions will be served according to all applicable state and federal laws.	

Applicant Response:

E) Dyslexia services;

If after screening, it is determined that a student displays tendencies of dyslexia, he or she served by a qualified

dyslexia interventionist.			

F) Transportation;

Applicant Response:

Students will be served by the Centerpoint School District transportation department. All students of the Centerpoint Academy of Agriculture and Skilled trades will be eligible to ride district buses to school, from school, and as part of all field trips.

G) Alternative education, including Alternative Learning Environments;

Applicant Response:

Students will be served through the Alternative Learning Environment at Centerpoint High School.

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

Applicant Response:

A significant portion of our district's students are English Language Learners, so numerous programs and staff members are already in place to provide needed ESoL services. CAAST students requiring ESoL services will be given the same attention and benefits they currently receive as students of Centerpoint High School.

I) Gifted and Talented Program.

Applicant Response:

All students in the gifted and talented program and future students who may identified will be served through our current gifted and talented program and the program director. Multiple advanced placement (AP) courses and concurrent credit courses will be available to CAAST students.

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:

The charter school director and faculty members will present an annual report to parents, the community, and the school board in compliance with the Division of Elementary and Secondary Education requirements and Arkansas laws. This report will be held at the September school board meeting, which is one month before our district's regular annual report to the public.

In addition to this required meeting, other meetings will be held at least each semester in order to keep parents and community members informed of the activities and offerings of the charter school. Because of the uniqueness of this school and the fact that the majority of our community members are unfamiliar with the charter school concept, we feel that this is a necessary step toward keeping all stakeholders involved in and aware of our charter school's mission and vision.

Reports to the charter authorizing panel will be made as requested and/or required by the rules, regulations, and laws governing our charter school.

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

Applicant Response:

Beginning in 2020, charter school students will be limited to those students entering their junior year. After the first year, the charter school will serve students in grades 11 and 12. Enrollment will be open to all students who express interest in learning a skilled trade.

In order to recruit students to the Centerpoint Academy of Agriculture and Skilled Trades, we will host parent nights that explain all aspects of the charter school, its curriculum, program offerings, and expected outcomes.

Anticipated enrollment is listed below:

2020-2021- 25 students in grade 11

2021-2022- 45 students in grades 11-12

2022-2023- 60 students in grades 11-12

2023-2024- 75 students in grades 11-12

2024-2025- 75 students in grades 11-12

If more than 75 students apply to CAAST in a given year, a random, anonymous lottery system will be used to admit new students. In the case of a lottery, a selection committee will be formed to review anonymous student applications.

	event that more	at a random, anonymous student selection method will be utilized in the students apply for admission to the public charter school than can be under the terms of the charter, except as allowed for in Arkansas Code 23-306(14)(C).
	x Yes	
	☐ No	
13.	involvement in t	ct personnel, and/or leaders of the proposed charter who have any prior he operation of one or more other charter schools and complete a Prior ment template for each individual listed.
Appli	cant Response:	
No on	e in the Centerpoint	School District has any previous involvement in the operation of a charter school.
14.	completing the i qualifications, a teachers, and si	job descriptions of the school director and other key personnel by nformation fields below for each position. Specify the salary range, and job duties to be met by professional employees (administrators, upport staff) of the program. Please describe the plan for providing ontinuous professional development.
Appli	cant Response:	
<u>ADN</u>	INISTRATOR	<u>S</u>
Admi	nistrator Position:	Charter School Director (part time)
	Reports to:	Centerpoint High School principal
	Salarv Range:	\$7.500-12.500 (a salary index system will be used to compute actual salary)

Minimum Qualifications Required

13.

Education Required:

Master's degree in Educational Leadership

Experience Required:

Previous experience teaching career and technical education courses

Certification Required:

Certification in a career and technical education area and certification as a building-level administrator

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

- Supervise all aspects of the charter school including day-to-day operations, staffing, budgeting, and public relations.
- Work closely with the Centerpoint High School principal to ensure that all students' needs are met including scheduling, extra-curricular, guidance, gifted and talented, ELL, dyslexia, and special education needs.
- Train staff in instructional strategies that promote collaboration and innovation.
- Develop partnerships with community members, industry professionals, and college/university leaders to further bridge the gap between high school and postsecondary life for students.
- Promote the charter school to the community, parents, and prospective students.

TEACHERS

Teacher Position: Classroom Teachers

Reports to: Charter School Director

Salary Range: \$33,900-47,050 + applicable stipends or indexes (based on current salary schedule)

Professional Development: 36 hours per year as required of all licensed teachers

Minimum Qualifications Required

Education Required:

Bachelor's degree

Experience Required:

None required.

Certification Required:

Teacher certification in appropriate licensure areas

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

- Instruct students using project-based learning strategies that correlate to a skilled trade.
- Supervise students' involvement in all extra-curricular activities including all career development events.
- Facilitate student learning and serve as a project mentor as students work toward their capstone project completion.
- Collaboratively work with other teachers as members of a professional learning community to ensure that curriculum is aligned appropriately and that student learning outcomes always reflect the mission of the charter school.

Teacher Position: Career Coach (part time)

Reports to: Charter School Director

Salary Range: \$13,00-15,000 (prorated)

Professional Development:

All professional development required by the Arkansas Career Coach program

and partnering community college

Minimum Qualifications Required

Education Required:

Bachelor's degree

Experience Required:

None required.

Certification Required:

Career Development Facilitator certificate

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

- Assist students in developing transition plans that lead them to postsecondary success.
- Work collaboratively with classroom teachers, adjunct instructors, charter school director, students, and parents to further the mission of the charter school.
- Work collaboratively with charter school director to develop partnerships with community members, industry professionals, and college/university leaders to further bridge the gap between high school and postsecondary life for students.
- Work collaboratively with the Centerpoint High School counselor to plan relevant activities, programs, and events.
- Work collaboratively with the Centerpoint High School counselor, teachers, and administrators
 to recruit interested and qualified students to the Centerpoint Academy of Agriculture and
 Skilled Trades.

Teacher Position: Skilled Trades Adjunct Instructors

Reports to: Charter School Director

Salary Range: \$1,000-2,000 per course per semester

Professional Development:

Industry-base professional development and PD as required by the Division of

Elementary and Secondary Education

Minimum Qualifications Required

Education Required:

Industry-based certification in instructional area

Experience Required:

5 years of relevant experience in the field

Certification Required:

Industry-based certification in instructional area

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

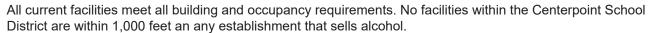
- Teach skilled trades to students.
- Work with certified teachers to determine the needs of the students and the programs of study.
- Assist teachers and charter school director in recruiting students and community members to be active participants in the school community.
- Develop partnerships with industry leaders in order to develop a path for students to continue their learning or work experiences after graduation.
- Actively search for placement opportunities for CAAST students while they are in high school and after their graduation.

SUPPORT STAFF	
Support Staff Position:	
Reports to:	
Salary Range:	
Minimum Qualifica	ations Required
Education R	equired:
Experience F	Required:
Certification	Required:
Job Duties: List սլ ●	o 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.
	X 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).
	X Yes No
16.	Describe the facilities to be used. Give the present use of the facility.
The facurrent	cant Response: cilities that will house and be used for the Centerpoint Academy of Agriculture and Skilled Trades are the tacilities being used for all agricultural education classes at Centerpoint High School. These facilities three classrooms, a shop, a computer lab, a meats lab, a welding lab, a greenhouse, three offices, four trestrooms (2 boys and 2 girls), and multiple storage rooms.
the	e facility will be in compliance with all requirements for accessibility in accordance with e Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act DEA) and all other state and federal laws and local zoning ordinances.

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:

All students of the Centerpoint Academy of Agriculture and Skilled Trades will be served through the cafeteria at Centerpoint High School. Students will have access to breakfast, grab and go breakfast, and lunch. The charter school will apply to participate in the National School lunch program.

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

Applicant Response:

Regardless of the composition of the administration, faculty, and board, the Centerpoint School District is committed to serving our students in the most beneficial and innovative ways possible. We feel that adding a conversion charter school to our school district offerings and providing a way for our students to attain a skilled trade is the next logical step and the best step for our students.

Should members of the charter school team leave because of resignation or retirement, other capable and qualified team members will be hired to replace them. Everyone at the charter school will be active participants and supporters of our mission and vision.

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 granting of a conversion charter to the Centerpoint School District will have no effect on any school districts' ability to meet desegregation court orders or statutory obligations. The Centerpoint School District is not party to any desegregation orders. One adjacent school district is party to a desegregation order, but the administrations of both districts work well together to ensure that all students who transfer between the districts strictly adhere to all desegregation statutes and requirements.

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:

Waiver Topic: Teacher Licensure and Certification

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

•	Code Number 6-15-1004	Code Title Qualified Teachers in Every Public School Classroom
•	6-17-309	Employment and Assignment Certification Waiver
•	6-17-902	Arkansas Teachers' Salary Law
•	6-17-919	Arkansas Teachers' Salary Law
•	6-17-401	Teacher's License Requirement

Standards for Accreditation

	Section Number	Section Title
•	4-D.1	Teachers
•	15.03.1	Licensure and Renewal

Rationale for Waiver

This waiver is requested in order to allow the Centerpoint Academy of Agriculture and Skilled Trades to hire industry professionals who hold industry-recognized certifications but who do not hold an Arkansas Teaching License for the positions of non-core subject classroom teaching positions only.

If this waiver is not granted, it will severely limit our goal of providing skilled trades instruction by those people employed in the field.

Waiver Topic: Teacher Minimum Salaries

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number
 Code Title
 6-17-2403
 Minimum Teacher Compensation Schedule

ADE Rules

Section Number (if applicable)	Rule Title
• 6.01	Licensed Employee Minimum Salary
• 6.02	Licensed Employee Minimum Salary
• 6.03	Licensed Employee Minimum Salary

Rationale for Waiver

Because the skilled trades adjunct instructors will be paid a flat rate between \$1,000 and \$2,000 per course per semester and because these positions are part-time, we request this waiver of the minimum teacher salary statutes and standards. This flexibility will allow us to recruit and hire workers to teach the skilled trades in which they are experts.

Nothing in this waiver request should imply or assume that this waiver of the Arkansas minimum teacher salary requirements will apply to full-time, traditional classroom teachers.

If this waiver is not granted, we will be unable to afford to pay skilled trades adjunct instructors. This would severely limit the scope and the mission of the charter school.

Waiver Topic: Teacher Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number Code Title

• 6-17-704 Professional Development Plan

Standards for Accreditation

Section Number Section Title

4-G.1 Professional Development

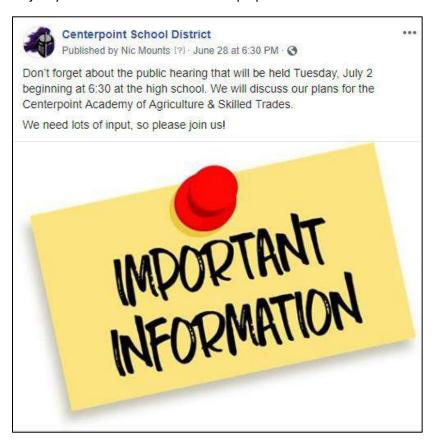
Rationale for Waiver

This waiver is requested for skilled trades adjunct instructors because the professional development they receive will be completed through the industry-specific certification programs in which they are employed.

Nothing in this waiver request should imply or assume that this waiver of the teacher professional development requirements will apply to traditional classroom teachers. Likewise, it should not be implied or assumed that this waiver will waive the requirements of skilled trades adjunct instructors to obtain professional development in Child Maltreatment Mandated Reporter (6.04.1), Parent Involvement (6.04.2), or Teen Suicide Awareness and Prevention (6.04.3).

If this waiver is not granted, skilled trades adjunct instructors will be required to obtain a minimum of 36 hours of professional development annually. This requirement alone would deter many otherwise qualified people from applying for adjunct employment.

Though we communicate with our parents through multiple forums, we have found that the vast majority of them use Facebook to keep up with school events.



This Facebook post was added June 28, 2019, as a reminder to parents of the upcoming public hearing.



Parents and community members, please join us for a public hearing on Tuesday, July 2 at 6:30 in the high school library as we finalize our application for the conversion charter school known as the Centerpoint Academy of Agriculture and Skilled Trades.

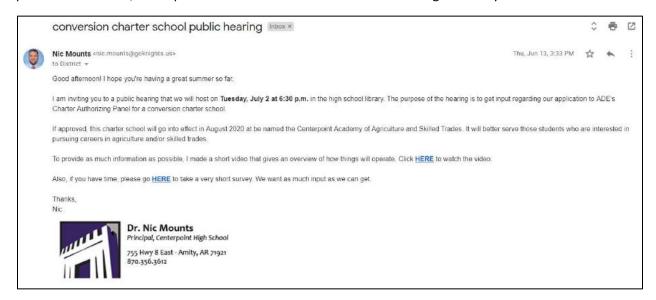
This change will allow us to serve those students interested in agriculture and skilled trades even better than we do now. We know that many of our graduates are looking for options other than four-year college degrees, and this academy will expand their opportunities while in high school.

We hope to see you on July 2!



This Facebook post was the original announcement to parents on June 10, 2019, concerning the public hearing.

The following email was sent on June 13, 2019, as an invitation to all Centerpoint School District employees to attend the public hearing. Information concerning the conversion charter school was provided in a video, and input from staff members was solicited through a survey.



LE LEADER, INC. 65400 STATEMENT

AIN SPREET VILLE, AR 71852 845-0600

6/30/2019
ACCOUNT NUMBER

TO: CENTERPOINT SCHOOL
AMY WATSON
755 HWY 8 EAST
AMITY, AR 71921

AMOUNT ENCLOSED\$_____

PLEASE DETACH AND RETURN WITH YOUR PAYMENT

DATE	REF.NO.	DESCRIP'TION	CHARGES	CREDITS	BALANCE
6/12/2019 6/13/2019 6/20/2019 6/27/2019	PRVBAL 00000000 00021584 00021765 00021945	Previous Balance Payment Invoice Invoice Invoice	48.00 48.00 48.00	-144.00	144.00 .00 48.00 96.00 144.00
		all 3 Notice Centerpo Agric pu	nt acade	my of : lled Trades on July a	
		pu	olic Maring		

AGE	CURRENT	30 DAYS	60 DAYS	90 DAYS & OVER	TOTAL DUE
BALANCE	144.00	<u> </u>	4		144.0



Poker Run entrants at the event on June 8 in Murfreesboro

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CENTERPOINT HIGH SCHOOL

The Centerpoint School District is hosting a public hearing to discuss the application for a conversion charter school.

The school, known as the

Centerpoint Academy of Agriculture and Skilled Trades,

will serve students in grades 11-12 who are interested in pursuing careers in agriculture and skilled trades.

Your input as parents and community members is valued as we explore new opportunities for our students.

Tuesday, July 2 at 6:30 p.m. Centerpoint High School library



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CENTERPOINT HIGH SCHOOL

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SPECTRUM INTERNET

politable and versatile food that can be enjoyed in many ways at any time of day. patt of the dairy group, yogurt is a popular, "When selecting yogurt at the grocery store, be mindful of added sugars that may TOT e found in some flavored or sweetened products," Tucker said. pə Arkansans can test out the versatility of yogurt by trying out a few of the delious recipes recommended on the USDA Mixing Bowl blog, Tucker said. TOI scyc emon and dill combined with low-fat yogurt make this a flavorful and healthy dip. 11 in or part 1'89\$ ups yogurt (plain, lowfat), 2 cucumbers (medium, peeled, seeded and grated), 1/2 sour cream (nonfat), 1 tablespoon lemon juice, 1 tablespoon dill (fresh), 1 garlic 10'97 Id-IL ve (chopped), 1 cup cherry tomatoes, 1 cup broccoli florets, 1 cup carrot (baby) BIne to Is eel, seed and grate one cucumber. Slice the other cucumber and set aside. Itel lix yogurt, grated cucumber, sour cream, lemon juice, dill and garlic in a serving tion t sas Sc rrange tomatoes, cucumbers, broccoli and carrots on a colorful platter. Serve agreer Iten k Salad with Chicken 59'07\$ JSDA Mixing Bowl's recipe for Greek salad is loaded with lettuce, cucumbers, about oes, onions and olives and topped with chicken and a creamy yogurt dressing. msurar Item 15'69\$ p Greek yogurt, fat-free, 2 teaspoons lemon juice, 2 teaspoons olive oil, 1 apout § garlic, 1 teaspoon oregano, 1/4 teaspoon salt, 1/4 teaspoon pepper said th intender romaine lettuce, 1/2 cup cherry tomatoes, cut in half, 1 cucumber, diced, 1/4 the 201 onion, sliced, 1/4 cup black olives, cut in half, 1 cup cooked chicken breast, the prof pressucess Item ake the dressing, add Greek yogurt, lemon juice, olive oil, garlic, oregano, district. cility ret pepper to a small bowl. Mix well to combine. no longe dressing and refrigerate for at least 1 hour. future the lettuce and tear into bite-sized pieces. Place in large salad bowl and add decide so responsib le with feta cheese. Association th yogurt dressing and enjoy. Pee Wee ww.whatscooking.fns.usda.gov rig od Iliw tot beeb Nine was The seci CENTERPOINT retary is ou can be cont HIGH SCHOOL be alternat ues All the other the secretar The Centerpoint School District is hosting That will be a public hearing to discuss the application for of a Disbi a conversion charter school. The first settle. The school, known as the ness and it h Centerpoint Academy of Item nine I! Old Business Agriculture and Skilled Trades, will serve students in grades 11-12 who are interested in sified PPC ar First was cer pursuing careers in agriculture and skilled trades. pad no subject Items seve Your input as parents and community members is valued as we explore new opportunities for our students. LC Boar Tuesday, July 2 at 6:30 p.m. Page 2 . Gleny Centerpoint High School library

PROGRAMS OF STUDY

Within the academy, students can choose from five programs of study. They include Plant Systems; Agribusiness Systems; Power, Structure, & Technical Systems; Food Products & Processing Systems; and Animal Science.

FACILITIES

Depending on their chosen program of study, students have access to a 98-acre school farm, a new 1,800 sq. ft. greenhouse, a state-of-the-art agricultural and trades shop, a designated computer lab, and Arkansas' only on-campus meats processing lab.

CURRICULUM

All core classes are taught with an agriculture focus. This means that students can expect their English classes to read and write about agri-related topics. Their economics classes study economics from agriculturalist's perspective. Their math classes focus on integrating real-world scenarios, and their history classes focus primarily on the agricultural aspects of our nation's history.

STUDENTS

CAAST is open to students in grades 11 and 12. During the spring semester of their sophomore year, students will apply to the academy. Students will be chosen based on their performance in previous agriculture classes as well as standard classes, interest inventories, and their expressed interest in pursuing a career in agriculture.

TEACHERS

In addition to the three certified agriculture teachers, CAAST teachers include certified business, English, math, science, and history teachers.

CONTACT

To learn more about CAAST, including how your child can be a part of it, call 870-356-3612.



he Centerpoint Academy of Agriculture and Skilled Trades is the newest program at Centerpoint High School. Uniquely designed to serve our students' needs, the academy is focused on providing quality instruction in a way that meets the needs of the large number of our students who pursue careers in agriculture-related fields.

The academy model allows students to tailor their education beginning in the eleventh grade so that they leave high school well prepared for a skilled trades apprenticeship, a two-year degree, or a career in agriculture. By intensely focusing on a career early, our goal is to help students discover their true passions while also providing them a rich and engaging curriculum.

Upon entering the academy, students will have already taken CASE, which is the foundational course for all agriculture programs of study, and at least one other agriculture course. In addition to these courses, students will have taken all traditional courses through Centerpoint High School. During his or her eleventh and twelfth grade years, students will take U.S. History, economics, civics, two English courses, environmental or AP environmental science, and two math courses.

Elective courses include metals, structures, agribusiness management, electricity, power systems, mechanics, greenhouse management, vegetable

and fruit production, plant science, animal science, beef science, poultry science, food products and processing, and meats. In addition, all students will take a work-based learning class in an area of their choosing.

Once approved by the Charter Authorizing Panel and the Arkansas State Board of Education, classes will begin in August 2020 with members of Centerpoint High School's class of 2022.



ANIMAL SCIENCE

Required

CASE

Animal Science Poultry Science Beef Science

Suggested

Environmental Science Advanced Animal Science

AGRIBUSINESS SYSTEMS

Required

CASE

Agribusiness Management Management

Suggested

Computerized Accounting I

FOOD PRODUCTS & PROCESSING SYSTEMS

Required

CASE

Meat Processing I Meat Processing II Meat Processing Capstone

Suggested

Agribusiness Management

POWER, STRUCTURAL, & TECHNICAL SYSTEMS

Required

CASE

Mechanics Power Systems

Suggested

Structures CNC Technology

PLANT SYSTEMS

Required

CASE

Plant Science Greenhouse Management Vegetable & Fruit Production

Suggested

Environmental Science

OTHER PROGRAMS OF STUDY

Over the past four years, we have revamped our entire Career and Technical Education department. Through grants from the Arkansas Department of Career Education, we have added several new programs of study in each of our three on-campus departments.

Including the five programs of study in agriculture and our Jobs for Arkansas' Graduates program, we now offer a total of 13 programs of study in the following areas:

BUSINESS

Hospitality &

Tourism

Management

Social Media

FAMILY AND CONSUMER SCIENCES

Education and Training

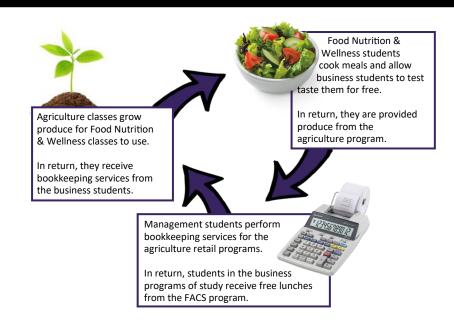
Family and Consumer Sciences

HEALTH SERVICES

Medical Professions

Sports Medicine

PROGRAM INTERACTION



SAMPLE STUDENT SCHEDULE

Junior Year	Senior Year
U.S. History	Civics/Economics
Algebra II	English 12
English 11	Management
Environmental Science	Power Systems
Mechanics	Greenhouse Mgmt/V&F Prod
Plant Science	Agribusiness Mgmt.
Athletics	Athletics
CNC Technology	Work-Based Learning

This is an example schedule for a CAAST student. This particular schedule would result in the student reaching completer status in Agribusiness Systems, Plant Systems, and Power, Structure, and Technical Systems.





What is a conversion charter school?

A conversion charter school is a public school converted to a public charter school. Conversion schools can only draw students from within the school district's boundaries.

So would Centerpoint High School completely convert to a charter school?

No. This would just serve as another option for students who are interested in pursuing a career in agriculture or skilled trades?



What would students be taught?

- ► All classes would use Arkansas-approved curriculum.
- Classes would have an agricultural focus.
- Project-based learning
- ► Perseverance, collaboration, and innovation would be stressed.
- ► Skilled trades taught by people currently employed and using these skills.

What waivers would you ask for?

We would ask for a certification waiver so that we could hire workers without a teaching license to teach classes such as welding, electricity, plumbing, HVAC, etc.



Who would be eligible?

Students entering the 11th grade and who have shown an interest in agriculture and skilled trades as a career choice.

Would this limit the number of regular CHS students who can enroll in classes?

No. Centerpoint High School students and CAAST students would be in agriculture classes together.

CAAST students would take core classes (English, math, social studies, and science) as a group.



What would be required of students?

- ► Complete a minimum of two programs of study
- ► Actively participate in FFA
- ► Complete at least one Career Development Event
- Complete a collaborative capstone project with a team of students
- ► Secure employment or an internship during their time as a student.
- Complete industry-recognized certifications in each program of study



Programs of Study

Program of Study	Primary Instructional Area	
Plant Systems	Greenhouse	
Power, Structural, & Technical Systems	Shop	
Food Products & Processing Systems	Meats Lab	
Animal Systems	Classroom	
Agribusiness Systems	Classroom	



Classes for Each Program

Plant Systems	Power, Structural, & Technical Systems	Food Products & Processing Systems	Animal Systems	Agribusiness Systems
Survey of Agriculture (CASE)				
Plant Science	Mechanics	Meat Processing I	Animal Science	Agribusiness Management
Greenhouse Management	Power Systems	Meat Processing II	Poultry Science	Management
Vegetable & Fruit Production		Meat Processing Capstone	Beef Science	
Additional Suggested Classes				
Environmental Science	Structures or CNC Technology	Agribusiness Management	Environmental Science	Computerized Accounting I



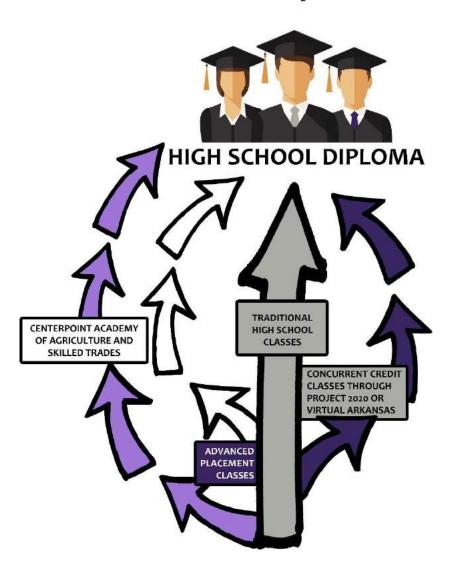
Sample Student Schedule

Junior Year	Senior Year
U.S. History	Civics and Economics
Algebra II	English 12
English 11	Management
Environmental Science	Power Systems
Mechanics	Greenhouse Mgmt. & Vegetable and Fruit Production
Plant Science	Work-Based Study
CNC Technology	Agribusiness Management
Athletics	Athletics

These classes would result in a student being a completer in Power, Structural, & Technical Systems, Plant Systems, and Agribusiness Systems.



Paths to a Diploma



Traditional Path

► Regular classes, default

Advanced Placement Path

► More challenging classes

Project 2020 Path

► Associate's degree

CAAST Path

► Skilled trades



Questions?

nic.mounts@goknights.us 870-356-3612



"Serving the Schools, Serving the Children"

Darin Beckwith Director



Beth Neel Asst. Director Teacher Center Coordinator

www.dawsonesc.com

June 17, 2019

Dr. Nic Mounts Principal Centerpoint High School 755 Highway 8 East Amity, AR 71921

RE: Letter of Support

To Whom It May Concern:

Dawson Education Cooperative supports the efforts of Centerpoint High School to become Centerpoint Academy of Agriculture and Skilled Trades (CAAST). Dawson Education Cooperative partners with Centerpoint School District in meeting the following goals.

- Inform students of the varied types of careers which are available within Agricultural Science and Technology Education.
- Inform students of the types of education, interests, and skills which lead to success within their chosen agriculture career field.
- Provide an interactive experience for students through hands on activities with people employed in agricultural science and technology careers.
- Provide the participants information about the types of Agricultural Science and Technology Education courses, degrees and careers available at the post secondary level.

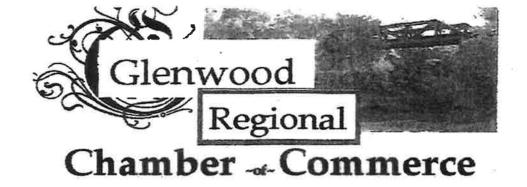
Dawson's commitment to Centerpoint is demonstrated in providing assistance to helping to ensure teachers and students are provided with opportunities for professional growth and learning. Dawson Educational Cooperative will work closely with Centerpoint School District to deliver the right combination of services needed to develop an effective program.

Sincerely,

April Shepherd

Career and Technical Education Coordinator

Dawson Education Cooperative



June 17, 2019

Centerpoint High School 755 Hwy 8 E Amity, AR 71921

RE: Application for Centerpoint Academy of Agriculture and Skilled Trades

To Whom it May Concern:

The Glenwood Chamber of Commerce would like to express its support for the establishment of the Centerpoint Academy of Agriculture and Skilled Trades. The Chamber would very much appreciate this establishment that would allow for our local students to get applicable training in future career fields such as agriculture and/or technical trades. Such training would give our students a much needed benefit in their ability to join the workforce in support our area.

Again, the Glenwood Chamber of Commerce is in full support of this program and would assist in any way to see program is established. Please contact me at the contact info below with any questions or comments.

Sincerely,

Ki Hartsfield

President

Glenwood Chamber of Commerce

870-223-2331

CENTERPOINT ACADEMY OF AGRICULTURE AND SKILLED TRADES

2020-2021 Proposed School Calendar

Date	Day	Event	# of Days
August 17	Monday	First Day of School	
September 7	Monday	Labor Day (No School)	
October 16	Friday	End of First Quarter	44 days
October 19	Monday	Teacher Work Day (No Students)	
October 19	Monday	Parent-Teacher Conferences K-12	
November 23-27	Monday-Friday	Thanksgiving Holiday	5 days
December 22	Wednesday	End of Second Quarter/First Semester	41 days
Dec. 23-Jan. 3	Monday-Sunday	Christmas Holiday	12 days
January 4	Monday	Teacher Work Day (No Students)	
January 21	Monday	Inclement Weather Day #1	
February 15	Monday	Teacher Work Day (No Students)	
February 15	Monday	Parent-Teacher Conferences K-12	
March 12	Wednesday	End of Third Quarter	48 days
March 8	Monday	Teacher World Day (No Students)	
March 19	Friday	Inclement Weather Day #2	
March 22-26	Monday-Friday	Spring Break	5 days
April 9	Friday	Inclement Weather Day #3	
May 3	Monday	Inclement Weather Day #4	
May 25	Monday	Memorial Day Holiday	
May 24	Monday	End of Fourth Quarter/Second Semester	45 days
May 25	Tuesday	Inclement Weather Day #5	1 day

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:

- The information submitted in this application is true to the best of my knowledge and belief.
- The district conversion public charter school shall be open to all students, on a spaceavailable 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.
- 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.

- 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 abaption tendent en School District		7-30-19 Date	
Dan Breshears	-		