



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Prairie Grove 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**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Prairie Grove High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: All HS students

Name of School District: Prairie Grove School District

Name of Contact Person: Dr. Allen Williams

Address: 110 School Street City: Prairie Grove

ZIP: 72753 Daytime Phone Number: (479) 846-4213 FAX: (479) 846-2015

Email: allen.williams@pgtigers.org

Charter Site Address: 500 Cole Drive

City: Prairie Grove

ZIP: 72753 Date of Proposed Opening: August 2017

Name of Superintendent: Dr. Allen Williams

Address: 110 School Street City: Prairie Grove

ZIP: 72753 Daytime Phone Number: (479) 846-4213

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

District Mission: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.

District Vision: The Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career and citizenship.

Prairie Grove High School Mission: To guide all students toward becoming self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage students in their own future success by providing opportunities to prepare students for further education and the workforce.

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

Applicant Response:

1. Education/Career Pathways will be established in order to bring focus and clarity to each student's educational plan. We will begin by piloting pathways in the areas of Building Trades and Design, and Health Professions in the first year. We will continue to add pathways in future years in order to provide pathways for all of our students. These will be developed based upon the career opportunities of the region and student interests. Some pathways that are being considered include the following: STEM; business/retail/marketing; college prep with "majors" in different areas such as fine arts, classical studies, etc.; computer programming; metal and plastics fabrication/industrial arts; and teaching/service professions.
2. Partnerships with business and industry partners will be established and they will provide input into the curriculum development and academic goals, so that we can ensure that we are providing the training desired in the area workforce.
3. Students and parents will be involved with the school in establishing **Planned Personalized Pathways (P3's)**, individualized plans of study to reach their particular goals.
4. Flexibility will be provided in the educational delivery so that graduation requirements may be met efficiently, freeing up time for advanced study, training and "on the job" experiences before leaving high school.
5. Developing character traits and soft skills necessary for succeeding in the work place and for responsible citizenship will be embedded throughout the curriculum and offered in stand-alone workshops and courses.

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:

Prairie Grove High School held a public meeting on Thursday, July 21 at 6:00 PM for the purpose of assessing support for the establishment of our public charter school. There were more than twenty-five (25) stakeholders in attendance, including parents, staff, business leaders and current school board members. The meeting was publicized on June 29, July 6 and July 13 in the Washington County Enterprise Leader and the Northwest Arkansas Democrat-Gazette on June 24, July 4 and July 11. We also made public notice on social media, such as Facebook and Twitter and it was also posted on the district and school websites for more than three (3) weeks.

The presentation began with Dr. Allen Williams, Superintendent welcoming guests and then introducing key staff that has assisted with the charter application process. The definition of a conversion charter school, the reason why the district is applying for a charter and the initial goals and objective for our charter were presented. This was followed by a question and answer time to clarify things for the audience. Finally, everyone was given a comment sheet in order to allow for anonymous comments or concerns. We also considered comments made on a Facebook page announcing the meeting.

The comments were positive and in support of the conversion charter process. The presentation was posted on district and school websites for viewing, with contact information, should those not in attendance wish to have the opportunity to make comments or express concerns.

Public Comments 6:00 PM-July 21, 2016

1. If you are adding classes, will you have to eliminate some?
 - No classes will be eliminated initially.
2. How will the people or instructors be hired? Will they be volunteers, paid or hired by the school district?
 - Most of these instructors will be hired as school employees
 - Partners may help find qualified instructors in the area of their expertise.
 - Some partners may have folks that have retired that would like to work a few hours a day.
 - We may have other options also.
3. What specific waivers are you seeking?
Examples of waivers are:
 - Seat time
 - Teacher certification
 - Student/teacher numbers
 - Flexible scheduling
4. Will the Conversion Charter affect the School Board that exists now?
 - No, we will keep the School Board as we currently have it.

5. Are there any schools you have visited or collaborated with and what did you gain or learn from them if anything?

- Yes, in the area there is Farmington, Lincoln, Pea Ridge, Gentry, Siloam Springs
- Through a partnership with the NWA Educational Cooperative and the Walton Foundation we were able to visit schools out of state. We visited schools in Oklahoma City, New York and California.
- There are some innovative opportunities available for high school students which can lead to industry recognized certifications in high skilled / high-wage career fields.

6. Who are some of the partners?

- We have spoken to Business and Industry Partnerships such as: Kimbel Mechanical; Nathan Ogden-Pick It Construction; Walker Masonry; Coyle Construction; Franklin and Sons Roofing; and more
- Prior to the public meeting, we met with Business and Industry Partners to solicit their support to develop programs to teach kids potential career fields. We asked them to support us through their signatures on a Memorandum of Understanding.

7. When is the application due and when will you find out the answers?

- The timeline is August 4 the application is due to the Arkansas Department of Education (ADE). October 19 or 20 we hope to meet with the ADE's Charter School Authorizing Panel (CSAP) to review our application. If it passes the CSAP, then it will go to the State Board of Education in November or December. If it is approved, implementation will be in the 2017-2018 school year.

8. How will this be funded, will it be through public funds from the state?

- We will be funded through our current revenue streams.
- The state has applied for a federal grant for charter schools. Should the state receive that grant, we hope to be issued a share of that grant.

9. **Comment from a parent:** This would be great to use the conversion charter for those kids going into higher education too.

- We currently offer similar opportunities for students wishing to go into higher education, one example is our Project Lead the Way Engineering Program.

10. Will kids be tied to the pathways or can they change?

- Yes they can change pathways, but it would probably have to be at a semester to do that.
- Those with specialized trainings may not have as much flexibility due to prerequisites.
- How great would it be if kids could follow their interest in high school where it's free and make those changes rather than in college when it costs!

11. You said kids could participate in sports and other areas?

- Yes, because they will not be traveling off campus to a technical center but will stay on campus

12. **Comment from a School Board Member/Partner:** I believe the largest thing is opportunity. We get to offer this to kids to see other things outside the traditional. They get a taste or see what's out there. For me as a Board Member, I'm in favor of this program.

13. **Comment from a parent:** I like this as a parent. My first kid went through Project Lead the Way and did great! My other kid I hope will take advantage of this path.

14. Do you need anything from us - the community?

- Yes, make comments on the sheet provided and note if you have a skill we could use.
- Be patient with us. This will take time to build.

Prior to the public meeting a Business and Partnership meeting was held to gain support of local community partners and explain our charter information on a more personal level. Dr. Williams reviewed the proposed charter information and asked that each of the community partners sign a Memorandum of Understanding (MOU) showing their support in this process.

Comments from Business and Partnership Meeting 5:00 PM-July 21, 2016

Comments were:

1. I want to see college bound kids as well as others to expose them to what the construction job does.
2. We are not "herding" kids but opening doors/eyes as to opportunities.
3. We need to expose kids.
4. Allow workplace experts/business folks to show kids what we do.
5. I think this shows kids what the grown up word is like through application.
6. I had a dad that allowed me to work on site, but I think it would give that kid the experience for those that don't have a dad to shadow.
7. My child would have taken advantage of this. He was not college bound, but now is working toward Diesel Mechanic at OSU IT.

Evidence of the public meeting is included in the Appendix.

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. Give the mission statement for the proposed charter school.

Applicant Response:

District Mission: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.

District Vision: The Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career and citizenship.

Prairie Grove High School Mission: To guide all students toward becoming self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage students in their own future success by providing opportunities to prepare students for further education and the workforce.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Prairie Grove School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	40.00%	25.53%	90.20%
Targeted Achievement Gap Group	26.60%	17.20%	75.47%
African American	26.67%	6.67%	100%
Hispanic	25.49%	16.33%	100%
White/Caucasian	40.58%	25.97%	89.66%
Economically Disadvantaged	27.12%	17.37%	75.00%
English Language Learners/ Limited English Proficient	11.11%	14.81%	100%
Students with Disabilities	10.40%	7.55%	83.33

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Prairie Grove School District		
Campus Name	Prairie Grove High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	54.05%	21.33%	90.20%
Targeted Achievement Gap Group	35.25%	11.76%	75.47%
African American	0%	0%	100%
Hispanic	53.85%	10.00%	100%
White/Caucasian	54.48%	21.80%	89.66%
Economically Disadvantaged	36.07%	11.96%	75.00%
English Language Learners/ Limited English Proficient	20.00%	20.00%	100%
Students with Disabilities	14.71%	6.67%	83.33%

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Farmington School District		
Campus Name	Farmington High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	43%	16%	94%
Targeted Achievement Gap Group	30%	13%	88%
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Prairie Grove School District		
Campus Name	Prairie Grove Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	39.67%	29.74%	
Targeted Achievement Gap Group	27.60%	20.39%	
African American	33.33%	11.11%	
Hispanic	18.52%	21.43%	
White/Caucasian	40.08%	29.86%	
Economically Disadvantaged	28.72%	20.69%	
English Language Learners/ Limited English Proficient	12.50%	18.75%	
Students with Disabilities	10.00%	10.00%	

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:

While analyzing our data from 2015 ESEA reports, as well as previous years, PGHS has over time had a sizable gap in the graduation rate between our All Students or Combined population and the Targeted Achievement Gap Group (TAGG), which includes our economically disadvantaged, English Language Learners (ELL) and special education subpopulations.

We have done a good job with our college preparatory program. PGHS has offered 11 Advanced Placement (AP) classes and administered 404 AP tests in 2015, with 221 students participating.

We believe that we need to offer some alternatives to the traditional approach in order to make improvements in the graduation rates of those not in the college preparatory program. This group contains a higher percentage of our subpopulation students. According to information from the Work-Based Learning Resource Center, a work-based learning approach motivates students to engage in meaningful experiences through an approach linking classroom learning, skill training, and direct job related experiences.

Applying for a Conversion Charter will allow us to get waivers that will create some flexibility in the delivery of the state required graduation requirements and allow more time for students to obtain skill training, leading to business and industry recognized certificates and job related experiences, leading to better employment opportunities and in some cases shorten the post high school training required to obtain higher wage jobs and career options. Our responsibility to our community requires that we continually look for innovative ways to break down the barriers preventing us from providing an equitable education for all students.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

PGHS has shown a three-year trend Composite Score of 21 on the ACT, noting that in 2013 we began giving the Universal ACT to all grade 11 students with scores remaining steady.

A five-year trend shows the percentage of students scoring a 3, 4, or 5 on AP exams has remained at 33%, however the number of students taking the tests, the number of exams given and the number of courses offered have increased rapidly. This steady percentage of students scoring 3+ on AP exams indicates these students are becoming highly prepared to graduate college ready.

According to the ESEA Reports, PGHS's graduation rate gap between the ALL and TAGG groups have become wider over the past four years. In 2012, the ALL group had a graduation rate of 93.75%, where the TAGG group graduation rate was 91.30%. In 2013, the ALL group had a graduation rate of 88.19%, where the TAGG group graduation rate was 85.71%. In 2014, the ALL group had a graduation rate of 82.68%, where the TAGG group graduation rate was 75.63%. In 2015, the ALL group had a graduation rate of 90.20%, where the TAGG group graduation rate was 75.47%. This increase in the gap in graduation rates between student populations indicates there is improvement to be made with our TAGG group.

After analyzing the above data, PGHS deems it necessary to apply for a conversion charter and waivers in order

to better meet the needs of ALL students.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

Providing of Pathways Leading to Industry/Trade Certifications

- Delivery based on accepted practices and course sequences in the workplace
- Hands-on methods and labs will be used to gain practical knowledge and experience with authentic situations
- Experts in the field participate in classes as guest speakers, leading seminars, work site visits and/or actually teaching units for the students

Planned Personalized Pathways (P3)

- Make a plan leading to a clear destination that will develop each student's skills and move them closer to reaching their goals after high school; whether going to college, further training or directly into the workforce
- Prepare students to self-manage in a workplace by shifting locus of control for key skills such as: organization, time management, work ethic, etc. from the school to the student
- Build a portfolio of accomplishments that show an understanding of what is required to enter and succeed in their chosen pathway
- Demonstrate a degree of mastery in authentic settings (professional credentials; resumes; application process)
- Build relationships with adults outside of the school setting in their career pathway

Flexible Schedules

Below options utilized as needed based on P3:

- Blended learning
- Flex-paced on-line learning
- Embedded course curriculum
- Seat time waivers
- Non-traditional use of time: summer courses, before and after hours learning, access to on-line curriculum from home

Work based experiences

- Industry experts will be brought in to share workplace experiences
- Job training/practicum/shadowing required to fulfill course and/or certificate requirement
- Internships
- Community Service
- School based work programs where students work part of the day or over the summer in a job in their pathway

4. On the following table, list the specific measurable goals in reading, English, and mathematics, 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
1. Meet or exceed the state average in ELA on the ACTAspire	ACTAspire Assessment	Meet or exceed proficiency with the state average in ELA	After 3 years
2. Meet or exceed the state average in Math on the ACT Aspire	ACT Aspire Assessment	Meet or exceed proficiency with the state average in Math	After 3 years
3. Increase The ACT	The ACT Assessment	Increase the average student ACT Composite score to 22	Every 2 years
4. Increase/Improve Advanced Placement scores	Advanced Placement Assessments of 3, 4, or 5 scores	Increase the percentage of AP scores of 3, 4, and 5 by 2%	After 5 years
5. Earn Industry Credentials	Industry Certificate Documentation	Increase the documented Industry Certifications by 5%	Baseline year 2018-2019; Assess after 5 years
6. Increase graduation rate for subpopulations	Annual School Performance Report	Increase subpopulations graduation rate by 2%	After 3 years

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:

Increased graduation rates among all subpopulations and students obtaining industry recognized certifications are key indicators that show students are prepared for further education and the workforce.

ACT Aspire testing will show that students are on grade level.

ACT and AP testing are further indicators of college readiness.

5. For elementary charter schools provide a 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.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- ENGLISH
Students must take an English class every year: 9th grade English 1 unit; 10th grade English 1 unit; 11th grade English 1 unit; 12th grade English 1 unit; Resource English

- MATH
Students must take a math class every year: Algebra I 1 unit; Geometry 1 unit; Algebra II 1 unit; Resource Math; A fourth math which may include Algebra III, Pre-Calculus or others as approved by ADE 1 unit

- SCIENCE
Students must have a total of 3 Science units before they graduate, 4 units if they took physical science in 8th grade: Biology 1 unit; Chemistry 1 unit; Physics 1 unit or others as approved by ADE

- SOCIAL STUDIES
Students must have a total of 3 Social Studies units before they graduate: Civics 1/2 unit; Economics 1/2 unit; World History 1 unit, US History 1 unit or others as approved by ADE

- Fine Arts 1/2 unit; Oral Communication 1/2 unit; Physical Education 1/2 unit; Health and Safety 1/2 unit; Career Focus 6 units

ELECTIVE COURSES

- Survey of Agricultural Systems; Ag Mechanics; Ag Structures; Leadership & Communications; Ag Business; Floriculture; Nursery & Landscape; Animal Science I, II; Swine Science; Poultry Science; Veterinary Science

- Pre-AP English I, II; AP English Literature & Composition; Pre-AP Geometry; Pre-AP Algebra II; Pre-Calculus; AP Statistics; AP Calculus; Pre-AP Biology; AP Biology; Pre-AP Chemistry; AP Chemistry; AP Physics I; Enhanced AP Government & Politics; AP US History; AP World History; AP Art; AP Music Theory

- Essentials of Computer Science; Computer Science and Mathematics; AP Computer Science

- Spanish I, II, III; French I, II, III

- PROJECT LEAD THE WAY: Intro to Engineering and Design; Principles of Engineering; Civil Engineering; Computer Science Engineering; Engineering Design and Development

- Anatomy and Physiology; Psychology; Sociology; American Government

- DISTANCE LEARNING: Essentials of Computer Programming; American Sign Language; Medical Tech; Criminal Law; Intro to Criminal Justice; Forensic Science & the Law; Foundations of Sports Medicine; Intro to Hospitality; German I, II

- Family and Consumer Science; Nutrition & Wellness; Foods & Nutrition; Financial Literacy; Housing & Interior Design

- Computer Business Applications; Digital Communication I, II, III, IV; Fashion Merchandising; Sports & Entertainment Marketing; Marketing; Marketing Management; Career Readiness; Marketing Work Based Learning; Internship Work Program

- EAST I, II, III, IV; East Broadcast Journalism; Journalism; Drama; Yearbook

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

PGHS provides a wide range of required and elective courses that are tied to state frameworks, AP standards, Project Lead the Way designed courses and concurrent/articulated course requirements. A complete list of courses and descriptions is included.

Courses will be offered through the typical classroom delivery system, blended learning and through on-line flex-paced methods. There will also be opportunities for learning through lab settings and through workplace experience.

PGHS will be funded through regular federal, state, and local funds we currently operate with. Start-up funds where available through grant opportunities will be pursued when possible. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

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

Applicant Response:

Graduation requirements will remain as required by ADE and one additional credit required by PGHS.

Online and blended learning will be offered through utilizing Virtual Arkansas and their newly developed flex-paced curriculum for students going into career pathways to create more time and more flexibility for them to earn recognized certificates and gain work related experience.

Some of the current graduation requirements may become embedded courses to allow for further flexibility and time. These courses might include oral communication, economics, PE, and health.

General Pathways will be developed for all students at PGHS. There will be enough flexibility that these pathways will be personalized in a plan for each individual. These plans will be called their P3 or Planned Personalized Pathway. There will be a general college prep pathway that will be able to be personalized by choosing a "major" such as fine arts, mathematics, social studies, classical studies, etc. We will attempt to offer a wide variety of AP and/or concurrent credit courses and work through online providers, such as the platform offered through APSRC, so that we can offer an almost limitless number of advanced options as needed.

There would be pathways developed for the career areas as well. We will be starting with Building Trades and Design and Health Professions (focusing on earning a CNA credential to start, although other areas may be added in the future). We will be working with partners in these areas and with established accepted industry standards as much as possible.

A standard general pathway in Building Trades and Design would consist of the following:

Year One (10th grade for most students) – Construction Methods – This would be a two period block that would lead to students receiving an Occupational Safety and Health Administration (OSHA) 10 Card, National Center for Construction Education and Research (NCCER) Core Curriculum, and possibly Forklift certification.

Year Two – This would consist of a two period block course that included a lab facility where students would get hands on experiences in the areas of framing, masonry, plumbing, HVAC, and electrical. This class would be developed with industry partners who would help design the units and also provide experts currently working in the field to come spend time with students and share their experience in those areas.

Year Three – This would offer a variety of on-line NCCER modules in the area that the student wants to pursue after graduation combined with work experience in that area.

Other options would also be open to students or might be added, such as Project Lead the Way courses in architecture and engineering, a course on blueprint reading and design, etc.

According to one of our partners, Kimbel Mechanical, this would prepare students well to immediately enter apprenticeship programs out of high school and those students would earn in the neighborhood of \$35,000 as a first year apprentice in plumbing or electrical and it would go up from there. After four years most would easily be making \$60,000+. If laws are changed, which Kimbel and others are advocating, it might be possible to begin the first year apprenticeship during the senior year of high school.

In health professions it would include courses in introduction to medical professions, medical terminology, medical procedures, computer medical record keeping, biology, anatomy and physiology and the Certified

Nursing Assistant (CNA) and Patient Care Assistant (PCA) courses leading to certificates. Clinical hours are required as part of this program. Work experience could also be a part of the program for students who complete their certificates before graduation.

- Workplace readiness skills will be taught through either modules embedded into career pathways or in a stand-alone course for credit. The teaching will be to standards recognized in the workplace.
- Courses will be taught as appropriate by industry experts and business professionals, as well as highly trained and highly qualified teachers.
- A collaborative learning environment and experience with business and community partners will be integrated into the programs.
- Students will be encouraged to take responsibility for their own learning through their P3 and flexible scheduling.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	625
2018-2019	9-12	652
2019-2020	9-12	677
2020-2021	9-12	710
2021-2022	9-12	750

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

Personnel: Up to 4 certified or credentialed teachers and up to 2 classified facilitators as needed. The total cost for these positions could be as high as \$250,000 depending on experience and education level of the personnel. However, reassigning current personnel will cover much of this cost. Also, CTE positions may start as part-time and be increased as necessary. PGSD is a growing district, so these costs may be absorbed as our numbers increase and students participating in new pathways increase.

\$250,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

Any funds we receive from the state for conversion charter status will be applied to the above costs. (We understand there are no guarantees and that the state is in the process of applying for federal grant funds.) Growth funding received may be utilized as well.

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

Teacher salary fund for current staff will be reappropriated to fund personnel for new programs.

\$250,000.00

No variance.

Explanation

PGHS will be funded through regular federal, state, and local funds we currently operate with. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

Specific Item/Program/Service

Estimated Cost

Facilities and Equipment: Some current facilities will be repurposed to implement new programs. The District has set aside in the building fund up to \$300,000 for the remodeling/renovation/construction of needed spaces for new programs. Due to new construction completed in the 2015-2016 school year, we have a building available of approximately 8,700 square feet. To equip and supply the buildings for new programs we have an additional \$50,000 set aside.

\$350,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

Any funds we receive from the state for conversion charter status will be applied to the above costs. (We understand there are no guarantees and that the state is in the process of applying for federal grant funds.) The District will also apply for CTE start-up grants and grants from other foundations as appropriate in order to implement the charter. Growth funding received may be utilized as well.

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

The District has set aside \$350,000 in the building fund in order to remodel, renovate, build, equip and supply the needed facilities for new programs.

\$350,000.00

No variance.

Explanation

PGHS will be funded through regular federal, state, and local funds we currently operate with. Start-up funds where available through grant opportunities will be pursued when possible. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

Specific Item/Program/Service	Estimated Cost	
Cost of Virtual Arkansas/other on-line curriculum will cost an estimated \$10,000 for licensing fees and student costs per courses taken.	<u>\$10,000.00</u>	
Description of New Funds to Pay for Item/Program/Service		Amount
<i>If private, include an attachment to demonstrate commitment.</i>		
Any funds we receive from the state for conversion charter status will be applied to the above costs. (We understand there are no guarantees and that the state is in the process of applying for federal grant funds.) Growth funding received may be utilized as well.		
Prior Year Item/Program/Service Expense Reduced to Fund Charter		Amount of Reduction
<i>If applicable.</i>		
Instructional supply budgets will be adjusted to account for additional costs of Virtual Arkansas and other on-line curricula.		<u>\$10,000.00</u>

No variance.

Explanation

PGHS will be funded through regular federal, state, and local funds we currently operate with. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

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

Applicant Response:

The main reason to apply for a charter school designation is the need to further prepare our students that are not seeking a four-year degree. The need for workers who are ready to fill high skilled, high demand, high-wage jobs is increasing in the Northwest Arkansas area. According to the Northwest Arkansas Council, these jobs include those in the areas of health occupations and skilled building trades among others. These areas would be the first Career-Based Pathways that we offer and others would be added in subsequent years. Other options added would be determined by data given in updated jobs reports provided by the Northwest Arkansas Council, student interest and with input from area business, industry and community leaders. There are some already under consideration, such as, computer programming and technology, education and service professions, and retail marketing and business management.

Prairie Grove High School currently has several vocational pathways that include Digital Communications, Marketing, Family and Consumer Science and Ag Business, Animal Sciences, Ag Mechanics, Plant Systems, and Natural Resources. Although we have a number of students that graduate as completers in our vocational department, we would like to provide further opportunities in the way of certifications that will help students be “workplace ready” when they graduate from Prairie Grove High School.

Companies in our area are actively recruiting individuals to fill their vacancies. They are seeking potential employees who are ready to make an immediate impact within their companies. By partnering with business and industry, we feel like we will be able to prepare our students to enter the workforce with the skills and certifications necessary to obtain these positions and earn a livable wage. This will enable them to be competitive within the ever-changing job market.

Opportunities for immediate post-graduate employment or a reduction in the time it will take to obtain a degree, coupled with an individualized (personal) approach is a better way to provide an equitable education for all students of Prairie Grove High School, as well as meet our responsibility of contributing to the economic well-

being of our area. Such a program is feasible only with the increased flexibility provided through the charter school model. Such flexibility cannot be obtained through the traditional school model.

9. 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

There will be very little change here. Our buildings currently use site committees to interview personnel. District personnel will assist in this as needed. The committee then recommends someone to the superintendent to present to the board for approval.

B) Developing and Controlling the Charter School Budget

There are no guarantees of getting any additional monies for developing the Charter School at present. So, most of the funding will be through regular school funding sources. The Conversion Charter will be able to help plan where monies are spent to implement and maintain the charter and associated new programs. The district does have funds available for starting new programs and for remodeling, renovation and small building projects that may be necessary for implementation. The building will help determine the priority of implementation and therefore the spending priorities. Without charter funding from the state or other grants, we will implement programs as we have the ability to start and sustain them.

We will apply for start-up grants through the Arkansas Department of Career Education (ACE). We will also pursue help through our business partners. Lead teachers and business and industry partners will play a major role in establishing the equipment needs within their programs.

C) Managing Day-to-Day Charter School Operations

Since we are going with a "whole-school" conversion charter the day-to-day operations currently in place would remain. This includes having two administrators, a principal and assistant principal, two counselors, a nurse, a librarian, and two school secretaries. Positions will be created to help with the development of the Planned Personalized Pathways (P3), overseeing and developing the scheduling of the flexible curriculum delivery systems, and for establishing and maintaining business and industry partnerships to make the most out of the work experience component of the program. Whether these positions are newly added or filled by reorganizing our current employees to meet these new needs could be dependent upon whether money becomes available for new conversion charter schools.

D) Developing and Controlling the School Calendar

District calendars are proposed in February of each year, The certified and classified personnel policy committees conduct a district wide employee vote to recommend a calendar to the board. The board then considers the calendar and can reject, modify, or approve the calendar as presented. There has not been a time in recent memory in which the board failed to approve the calendar that received the majority of votes by district employees. That said, with the adoption of flex-paced on-line curriculum, the opportunity will present itself to offer courses at non-traditional times; such as summer, evenings, early mornings, etc.; and the high school could choose to present a plan to incorporate those options to increase scheduling flexibility.

E) Other Areas of Autonomy to be Afforded to the Charter

Other areas will be considered as the need presents itself.

10. Describe the school improvement plan by addressing the following:

A) Explain how 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:

- A committee that includes teachers, parents, business partners and administrators will be used to develop and evaluate the school improvement plan.
- Conferences will be held with students and parents annually to develop and update the P3 (Planned Personalized Pathway).

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

Applicant Response:

According to research from the Association for Career and Technical Education, the work-based learning approach allows students the opportunities to “exchange meaningful experiences through a flexible approach to learning”, offering a link between classroom learning and on the job learning. By establishing Planned Personalized Pathways (P3), PGHS assists the student in developing an educational plan of learning that meets their specific needs and interests. This individual and personal learning plan allows students to have meaningful, direct learning that must be well structured, yet flexible enough for the student to integrate the school based curriculum with work based learning to “allow for career awareness and success in further education, life and work”. (*Techniques*, January 2015)

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Prairie Grove High School will use our current procedures of making sure that the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education are followed. This includes having teachers review the Frameworks periodically. There is a more thorough review in years that a particular framework is revised. Special care will be taken in instances where courses are embedded within other subjects to make sure teachers are fully aware of the required standards. Our assistant superintendent of curriculum will work with school level personnel to ensure that this happens.

We are intending to work with Virtual Arkansas and their new "flex-paced" on-line delivery systems for blended and stand-alone courses to provide flexibility in the amount of time needed to meet state graduation requirements (provided we are granted a seat time waiver). Using Virtual Arkansas, instead of some other provider, will help make following the Arkansas frameworks much easier since they base the courses they offer off of those same frameworks. These courses will use a mastery learning approach to be sure that students are meeting the requirements. At this time, Virtual Arkansas is considering a 70% score to determine mastery. In conversations with Mike Lar, he has indicated that they would be willing to allow districts to set a higher mastery score level. We would be interested in seeing this increased to 80% mastery. If there are issues with this, PGHS might compensate by using this service as part of a blended model where we have a licensed teacher on site also available to work with the students and be the teacher of record. This would enable us to increase the required mastery level as well. Mike Lar has indicated that Virtual Arkansas will be piloting this system in 2016-17 and be ready to offer their entire curriculum in this method in 2017-18, which is when our charter would be implemented.

In addition, we will utilize and follow the frameworks established for vocational courses from the ACE while also allowing our business and industry partners to help design the courses around the needs they have in the workforce.

12. 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:

Prairie Grove High School will use Guidance programs that are currently in place and maintain the current student services.

B) Health services;

Applicant Response:

Prairie Grove High School will use Health Services that are currently in place. Using NSL funding, the district provides PGHS with a full time (RN) nurse. The students also have access to the District School Based Health Clinic that provides services such as medical, eye, dentist and mental health needs. We will continue to use services provided by Ozark Guidance Counseling(OGC), as well as physical therapy (PT) and occupational therapy (OT) as needed.

C) Media center;

Applicant Response:

Prairie Grove High School will use the Media Center that is currently in place. We have a full time Media Specialist and students have access to multimedia and technology devices such as Chromebooks or computer labs.

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

Applicant Response:

Prairie Grove High School will continue to provide the full range of services needed through special education.

E) Transportation;

Applicant Response:

Prairie Grove High School will continue to provide access to all transportation services in its current capacity.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Student services available through our current ALE allows for a non-traditional learning environment. With additional flexibility gained from our charter waiver requests, we believe many of our ALE students will be able to participate in the programs that are being developed.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Students at PGHS will continue to have ELL services in its current capacity. Instruction will be available and taught by a Highly Qualified and ELL endorsed teacher.

H) Gifted and Talented Program.

Applicant Response:

Prairie Grove High School will continue to provide access to all GT services in its current capacity. PGHS primarily services GT through the eleven (11) AP Courses as well as through special projects requested by the students. Activities are available, such as Academic Competition in Education that allows students extended academic competition opportunity.

13. 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:

PGHS will continue provide public meetings allowing for updates and overviews of progress being made by the school. Staff, students and community will be invited for various meetings to hear reports concerning test scores, the number of industry-recognized certifications, graduation rate of subpopulations and other information.

Data will be reported at public meetings, published in the local newspaper and posted electronically on the school website and through social media as appropriate.

This information, including the progress made by the school in reaching performance objectives during the previous year, will be presented, at least annually, at a local school board meeting. This information will also be shared with the state board and/or charter-authorizing panel as required.

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

Applicant Response:

Enrollment criteria will remain the same. Student admission will be available to all students. All students in grades 9-12 that live in the boundaries of the Prairie Grove School District that choose to attend public school will be enrolled. School choice may be utilized as necessary or needed for students living outside the Prairie Grove School District boundaries as it is presently. There will be no effort to recruit students from outside the district. However in the future, we may develop agreements with neighboring districts that allow students to participate in programs not available in their home districts.

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

Yes

No

15. 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:

Currently no one employed in the Prairie Grove School District has had any prior involvement in the operations of a charter school that we are aware of at this time.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Principal (no new positions-current personnel)

Reports to: Superintendent or current chain of command

Salary Range: 1.55 index based on current salary schedule (\$80,000-\$90,000)

Minimum Qualifications Required

Education Required:

Masters of Education in Educational Leadership

Experience Required:

Previous experience as a building level administrator

Certification Required:
Building Level Administrator License

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

- Studies the educational needs of the community served by the school and develop plans for meeting them.
 - Makes necessary rules and regulations for the efficient operation of the school, prepares a handbook with approval of the board of education for distribution to parents, teachers and students.
 - Directs the activities of school professional and non-professional staff members in the performance of their duties.
 - Supervises the instructional staff in the development and implementation of curriculum and student activities; delegates authority when necessary.
 - Develops a program of public relations in order to further the community's understanding and classified of the educational program.
-

Administrator Position: Assistant Principal (no new positions-current personnel)

Reports to: Superintendent or current chain of command

Salary Range: 1.47 index based on current salary schedule (\$80,000-\$90,000)

Minimum Qualifications Required

Education Required:
Masters of Education in Educational Leadership

Experience Required:
Previous experience as a building level administrator

Certification Required:
Building Level Administrator License

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

- Studies the educational needs of the community served by the school and develop plans for meeting them.
 - Makes or assists with necessary rules and regulations for the efficient operation of the school, prepares a handbook with approval of the board of education for distribution to parents, teachers and students.
 - Directs or assist in directing the activities of school professional and non-professional staff members in the performance of their duties.
 - Supervises the instructional staff in the development and implementation of curriculum and student activities; delegates authority when necessary.
 - Assist in developing a program of public relations in order to further the community's understanding and classified of the educational program.
-

TEACHERS

Teacher Position: Lead Licensed Teacher #1 (current personnel may be used if necessary due to funding)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:
Bachelor's Degree or higher

Experience Required:
Experience preferred

Certification Required:
Arkansas Certification

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

- Facilitating students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
- Assists the administration in implementing all policies and/or rules governing student life and conduct and for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner to achieve a functional learning atmosphere in the classroom.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- Maintains relationships with business and industry partners to ensure that the students are making appropriate progress within their career pathway. (Planned Personalized Pathways-P3)

Teacher Position: Licensed Teacher #2 (current personnel may be used if necessary due to funding)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:
Bachelor's Degree or higher

Experience Required:
Experience preferred

Certification Required:
Arkansas Certification

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

- Facilitating students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
 - Assists in maintaining relationships with business and industry partners to ensure that the students are making appropriate progress within their career pathway. (Planned Personalized Pathways-P3)
-

Teacher Position: Instructor in Health Professions (new hire)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:

Appropriate Health Professional Certification

Experience Required:

Minimum five (5) years experience preferred in health care field

Certification Required:

Appropriate Health Professional Certification

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

- Utilize health care technology during instruction and provide high quality instruction in specialized skill areas with the integration of STEM education and Project Based Learning (PBL) into daily lessons and activities.
 - Assist with facilitating internships or apprenticeships with health care partners.
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
-

Teacher Position: Instructor in Building Trades (new hire)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:

Appropriate Industry Professional Certification

Experience Required:

Minimum five (5) years experience preferred in industry field

Certification Required:

Appropriate Industry Professional Certification

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

- Utilize industry technology during instruction and provide high quality instruction in specialized skill areas with the integration of STEM education and Project Based Learning (PBL) into daily lessons and activities.
 - Assist with facilitating internships or apprenticeships with business/industry partners.
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
-

SUPPORT STAFF

Support Staff Position: Classified facilitator #1 (no new support staff positions-current personnel will be used)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$15,000-\$18,000)

Minimum Qualifications Required

Education Required:

High school diploma or higher

Experience Required:

Experience preferred

Certification Required:

none required

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

- Facilitate students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
 - Monitor student achievement and assessments.
 - Assist with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicate with parents as needed.
-

Support Staff Position: Classified facilitator #2 (no new support staff positions-current personnel will be used)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$15,000-\$18,000)

Minimum Qualifications Required

Education Required:

High school diploma or higher

Experience Required:

Experience preferred

Certification Required:

none required

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

- Facilitate students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
- Monitor student achievement and assessments.
- Assist with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
- Communicate with parents as needed.

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

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

First, there are current spaces, ready to use, in our high school that will be able to be re-purposed as we add additional programs and implement on-line flex-paced learning opportunities.

Second, Prairie Grove recently completed a building project using State Partnership Funding to replace an old K-2 campus. Most of the structure had to be torn down due to rules for accepting the partnership funding. However, a newer wing of the building (approx. 8700 sq ft) will not have to be torn down. This facility will be available to remodel into both classroom and lab spaces as needed for building trades, health occupations/CNA/PCA, and future programs that may be added.

Finally, Prairie Grove has funds available in our building fund that could be used to build additional lab space as needed.

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:

PGHS’s facilities currently meet the requirements, however any additions or new construction will be addressed and comply with the ADA and IDEA laws.

There are no alcohol sales within 1,000 feet of the school facility.

- 19. 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:

We will operate a complete food service at the high school. We will participate in the federal National School Lunch Program. Students will have the opportunity to apply for the National School Lunch programs, as do all current students. The school will not need to change its current procedures to provide food services for our students. Breakfast and lunch will be served at the high school as it is currently.

20. 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:

PGHS currently has a Parental Involvement Plan and will continue to involve parents/guardians and other members of the community.

There will be an additional advisory committee made up of business partners, members of the community, parents and school personnel. This committee will review how the school is doing and make recommendations on programs and operations.

Students and parents will participate in their educational program planning through meetings with a career coach/advisor to plan and develop their own Planned Personalized Pathway (P3). The student will have the opportunity to make changes as needed based on collaborative decision making between the staff, students and parents/guardians.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

PGHS charter founders and other community leaders will ensure the success of the charter school in its permanence. Since there is no guarantee of grant money through the conversion charter process, we are devising a plan that can be started and sustainable with current state and local funding streams. Grants may be solicited, but we will only implement programs and add staff as we can afford to do so. This will allow us to sustain the program over time without being dependent on extraordinary funding.

PGSD has seen varied, but steady growth in student population over the last 10 to 15 years. This year the city of Prairie Grove is on pace to grant the largest number of building permits on record. We believe that we will continue to see growth for the foreseeable future. This will allow us to grow this program over time. We are also in the process of developing business partnerships and have had favorable feedback from business leaders and other partners that are willing to help in the development of programs, including helping us provide equipment and potential instructors.

We will continue to have regular meetings to review, revise and modify the career pathways based upon the most current labor market needs, stakeholder input and the needs of the students. Our high school will gather the information and request participation and feedback from business partners.

PGSD administrators and school board are committed to the success and sustainability of this conversion charter school. The board is dedicated to allocating the resources necessary to provide our students these opportunities.

22. 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:

PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.

23. 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 increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences and Survey of Agriculture) as separate classes. PGHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such

flexibility is necessary to increase time for students to participate in career pathways opportunities at the high school level.

Waiver Topic: Planned Instructional Day

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.01.4

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration. By utilizing embedded coursework and a self-paced, personalized learning environment, students will have more time to serve in internships and apprenticeships, gaining experience, industry certification and concurrent credit.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02.5

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. Prairie Grove High School believes that, in certain circumstance, in order for students to be scheduled as needed, more students than currently allowed may need to be scheduled in some classes. Prairie Grove High School ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students total or no more than thirty-five (35) students in a class. Prairie Grove High School will use this wavier on an as-needed basis only to create flexibility for student scheduling.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §§6-17-701 et seq.

Standards for Accreditation

- Section 15.04

Rationale for Waiver

To the extent that it is necessary, Prairie Grove High School requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The wavier will apply to Technical areas only and will apply to no core areas. Prairie Grove High School will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities and expectations. This wavier will help

Prairie Grove High School meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Waiver Topic: Clock Hours

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 14.03

Rationale for Waiver

Prairie Grove High School requests a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Planned Personalize Pathway. Prairie Grove High School assures that the granting of this wavier will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902 and 6-17-919

Standards for Accreditation

- Sections 15.02 and 15.03

Rationale for Waiver

Prairie Grove High School requests a wavier from the above-listed statues and rules to the extent that it is necessary to give Prairie Grove High School the flexibility to hire business and industry professionals or individuals employed by higher education who possess outstanding credentials and work history, but who do not hold a valid Arkansas Teaching License. All individuals who will be utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks.

Appendix-A
Evidence of Public Hearing



Charter School Prek Registration Odyssey of the Mind

Prairie Grove School District
Prairie Grove High School Conversion Charter Meeting

Prairie Grove School District will hold a Public Meeting on Thursday, July 21 at 6:00 pm. This short presentation will be held in the Prairie Grove High School Cafeteria located at 500 Cole Drive, Prairie Grove, Arkansas.

The purpose of this meeting is to inform the public of Prairie Grove School District's plans to file an application for conversion charter status for grades 9-12. A question and answer session will follow.

All interested students, parents and the public are invited to attend.

Contact: Ron Bond, High School Principal at 479-846-4212

WELCOME

Welcome to the new Prairie Grove School District website!

Mission Statement: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.



[Click here for our website Privacy Policy](#)



PGSD Upcoming Events

Wednesday, June 22 ▾

Monday, June 27

A - 1



Missy Hixson <missy.hixson@pgtigers.org>

Conversion Charter Public Meeting - July 21

1 message

Ron Bond <ron.bond@pgtigers.org>

Thu, Jul 7, 2016 at 1:31 PM

To: "Abshier, Danny" <danny.abshier@pgtigers.org>, "Altman, Caitlyn" <Caltman1@outlook.com>, "Bartholomew, Mandy" <mandy.bartholomew@pgtigers.org>, "Beck, Dustin" <dustin.beck@pgtigers.org>, "Bond, Ron" <ron.bond@pgtigers.org>, "Bond, Teresa" <teresa.bond@pgtigers.org>, "Bronson, Amy" <amy.bronson@pgtigers.org>, "Carney, Sean" <sean.carney@pgtigers.org>, "Ceniceros, Stephanie" <stephanie.ceniceros@pgtigers.org>, "Chandler, Darren" <darren.chandler@pgtigers.org>, "Christie, Charlotte" <charlotte.christie@pgtigers.org>, "Cook, Ryan" <ryan.cook@pgtigers.org>, "Daniel, Robin" <robin.daniel@pgtigers.org>, "Edmiston, Steve" <steve.edmiston@pgtigers.org>, "Elder, John" <john.elder@pgtigers.org>, "Ellison, Carol" <carol.ellison@pgtigers.org>, "Froud, Dana" <dana.froud@pgtigers.org>, "Froud, Kevin" <kevin.froud@pgtigers.org>, "Galloway, Donna" <donna.galloway@pgtigers.org>, "Gaulin, Barbara" <barbara.gaulin@pgtigers.org>, "Gill, Angie" <angie.gill@pgtigers.org>, "Glenn, Autumn" <aglenn5@cub.uca.edu>, "Hale, Clint" <clint.hale@pgtigers.org>, "Hall, Andrew" <jarhall34@gmail.com>, "Hays, David" <david.hays@pgtigers.org>, "Holmes, Karen" <karen.holmes@pgtigers.org>, "Howard, Ashley" <axr014@gmail.com>, "Hubbard, Evan" <evan.hubbard@pgtigers.org>, "Hunt, Mandy" <mandy.hunt@pgtigers.org>, "Laird, Tracy" <tracy.laird@pgtigers.org>, "Mileham, Chris" <chris.mileham@pgtigers.org>, "Miner, Stephanie" <stephanie.miner@pgtigers.org>, "Mitchell, Donna" <donna.mitchell@pgtigers.org>, "Mitchell, Stephanie" <stephanie.mitchell@pgtigers.org>, "Mobley, Brian" <john.mobley@pgtigers.org>, "Montgomery, Jamie" <jamie.montgomery@pgtigers.org>, "Nichols, Gerry" <gerry.nichols@pgtigers.org>, "Pinkley, Mason" <mason.pinkley@pgtigers.org>, "Roach, Darlene" <darlene.roach@pgtigers.org>, "Roy, Tommy" <tommy.roy@pgtigers.org>, "Royal, Lynn" <lynn.royal@pgtigers.org>, "Smith, Tara" <tara.smith@pgtigers.org>, "Sorters, Joey" <joe.sorters@pgtigers.org>, "Stewart, Mat" <Matstewart@rocketmail.com>, "Styles, Holly" <holly.styles@pgtigers.org>, "Suit, Lisa" <lasuit@icloud.com>, "Thomasson, Dickie" <dickie.thomasson@pgtigers.org>, "Walker, Kristen" <kristen.walker@pgtigers.org>, "Warren, Michael" <michael.warren@pgtigers.org>, "White, Jackie" <jacqueline.white@pgtigers.org>, "Whitley, Heath" <heath.whitley@pgtigers.org>, "Williams, Allen" <allen.williams@pgtigers.org>, "Williams, Shelley" <shelley.williams@pgtigers.org>, "Woods, Jeanine" <jeanine.woods@pgtigers.org>, "Young, Katie" <katie.young@pgtigers.org>

Cc: Missy Hixson <missy.hixson@pgtigers.org>

Good Morning,

This past spring semester, I mentioned several times that our district is beginning the process of applying for a Conversion Charter at the High School. In an effort to keep each of you up to speed on what is taking place, I thought that it might be good to share what the current status is for the application as well as invite you to the public meeting that we will be having in 2 weeks.

The application for a Conversion Charter is a process where we are attempting to answer questions and supply required information to the committee that reviews Charter applications and ultimately the Arkansas State board of Education. The application is somewhat lengthy. Beginning in late May, we have worked to complete the application. We are utilizing individuals with the Arkansas Public School Resource Center to review and guide our application. I believe that the application is coming along nicely and we will be ready to have it submitted before the required date.

We will be holding a short public meeting about the conversion charter on Thursday, July 21st in the high school cafeteria at 6:00 in the evening. I wanted to make sure that each of you knew about the meeting and invite you to attend. Please remember that I value your time away from school. There is not an expectation for you to be there, but it is very nice to have your support.

Thanks,

Ron

This e-mail and any attachments are confidential. If you are not the intended recipient, you may not disclose, copy, distribute or use this e-mail or its attachment.

A-2

NORTHWEST ARKANSAS Democrat Gazette

P.O. BOX 1607 FAYETTEVILLE, AR, 72702 • 479-442-1700 • FAX: 479-695-1118 • WWW.NWADG.COM

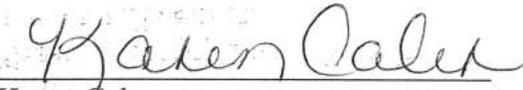
AFFIDAVIT OF PUBLICATION

I, Karen Caler, do solemnly swear that I am the Legal Clerk of the Northwest Arkansas Democrat-Gazette, printed and published in Washington County and Benton County, Arkansas, and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of:

PRAIRIE GROVE SCHOOL DISTRICT
Conversion Charter Meeting

Was inserted in the Regular edition on:
June 27, July 4, 11, 2016

Publication Charge: \$ 124.80


Karen Caler

Subscribed and sworn to before me
This 12 day of July, 2016.


Notary Public
My Commission Expires: 10/24/21



****NOTE****

Please do not pay from Affidavit.
Invoice will be sent.

A-3

Prairie Grove School District
Prairie Grove High School
Conversion Charter Meeting
Prairie Grove School District will
hold a Public Meeting on Thursday,
July 21, at 6:00 p.m.
This short presentation will be held in
the Prairie Grove High School
Cafeteria located at
500 Cole Drive, Prairie Grove,
Arkansas.
The purpose of this meeting is to
inform the public of Prairie Grove
School District's plans to file an
application for conversion charter
status for grades 9-12. A question
and answer session will follow.
All interested students, parents, and
the public are invited to attend.
Contact Ron Bond, High School
Principal at 479-846-4212
June 27, July 4, 11, 2016
73748014

AFFIDAVIT OF PUBLICATION

I, Karen Caler, solemnly swear that I am the Legal Advertising Clerk for the Northwest Arkansas Newspapers, LLC, and I do solemnly swear that the attached advertisement was published in the following weekly paper(s):

X Washington County Enterprise Leader

of general and bona fide circulation in Washington County, Arkansas

PRAIRIE GROVE SCHOOL DISTRICT
Conversion Charter meeting

Dates of Publication: June 29, July 6, July 13, 2016

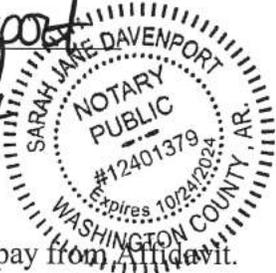
Publication Charges: \$ 81.00

Karen Caler
Karen Caler

Sworn to and subscribed before me

This 13 day of July , 2016.

Sarah Jane Davenport
Notary Public
My Commission Expires: 10/24/24



****NOTE**** Please do not pay from Affidavit.
Invoice will be sent

Prairie Grove School District
Prairie Grove High School
Conversion Charter Meeting
Prairie Grove School District will hold a Public Meeting on Thursday, July 21, at 6:00 p.m. This short presentation will be held in the Prairie Grove High School Cafeteria located at 500 Cole Drive, Prairie Grove, Arkansas.
The purpose of this meeting is to inform the public of Prairie Grove School District's plans to file an application for conversion charter status for grades 9-12. A question and answer session will follow. All interested students, parents, and the public are invited to attend. Contact Ron Bond, High School Principal at 479-846-4212
June 29, July 6, 13, 2016
73748050

A-4



**Prairie Grove High School
Conversion Charter Public Meeting
July 21, 2016
6:00 PM**

Signature

- | | |
|---|-------------------------|
| ① | Missy Nelson |
| ② | Yandy Bartholomew |
| ③ | Gary Suter |
| ④ | Dickie Thomasson |
| ⑤ | Melaine Natans |
| ⑥ | Kushi Hassell |
| ⑦ | Clint Hale |
| ⑧ | Patricia Nicholson |
| ⑨ | Donna Mitchell |
| ⑩ | Bawn Gunn |
| ⑪ | Sarea Birmingham |
| ⑫ | Gault Brown |
| ⑬ | Mandy Hunt |
| ⑭ | Kerth + Jackie Morelock |
| ⑮ | Ally Howard |
| ⑯ | Ally Howard |
| ⑰ | Jan & Jays |
| ⑱ | Ryan Kutter |



**Prairie Grove High School
Conversion Charter Public Meeting
July 21, 2016
6:00 PM**

Signature

①	<i>[Signature]</i>
②	<i>[Signature]</i>
③	<i>[Signature]</i>
④	<i>Susan Parks-Spencer</i>
⑤	<i>Mary Beason</i>
⑥	<i>Ethan Beason</i>
⑦	<i>[Signature]</i>
⑧	<i>[Signature]</i>
⑨	<i>Melen Sun</i>
⑩	<i>Rachel Habbs</i>
⑪	<i>[Signature]</i>

Conversion Charter Public Meeting
Thursday, July 21, 2016

Prairie Grove High School

Prairie Grove High School

- Prairie Grove High School is one of the most rigorous high school in the State of Arkansas. (*Washington Post*)
- We have a high percentage of students that participate in our Advanced Placement Programs.
- Prairie Grove High School students are competitive in their pursuit of post-secondary degrees. Approximately 80% of our graduates have placement in a post-secondary institution.

A-17

Goals for today

- Define a conversion charter school
- Identify reasons why our school is pursuing a district conversion charter
- Identify initial goals / objectives for our conversion charter

What is a charter school?

- Charter schools are public schools that operate under a "charter," or "charter contract" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

Source: Ark. Code Ann. § 6-23-103(2)

Conversion Charter Application

- Any public school district may apply for conversion charter status for schools in their district.
- Must be approved by the local school board, ADE's Charter Authorizing Panel and ultimately the State Board of Education.

Source: Ark. Code Ann. § 6-23-102

What is a Conversion Charter?

- Public School
- Focused on providing innovative forms of education
- Free from some regulations that govern conventional public school
- Provides greater flexibility than traditional public schools
- Accountable for the results

Why a Conversion Charter?

- Graduation rate / preparation for the future
- Flexibility / waivers
- Business & Industry recognized certifications
- Business & Industry input on curriculum
- Teachers with on-the-job experiences

In a Nutshell...

- Better prepare students for life after high school. **ALL** students need to be prepared for the work-force whether attending college or another pathway.
- Strive to ensure that **ALL** students graduate College and Career Ready.

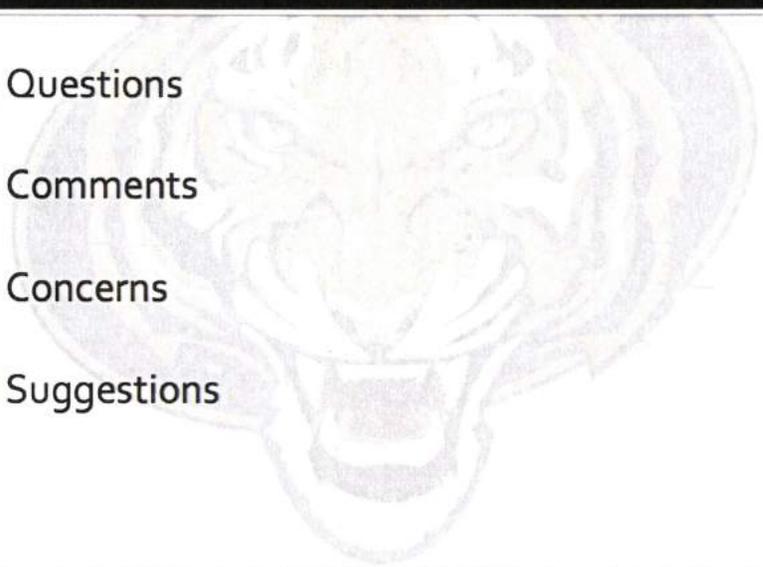
Goals and Objectives

- Increase graduation rate
- Workplace recognized certifications
- Planned Personalized Pathways (P3)
- Workplace readiness as defined by employers
- Work-based experiences for students
- Easily accessible to PGHS students

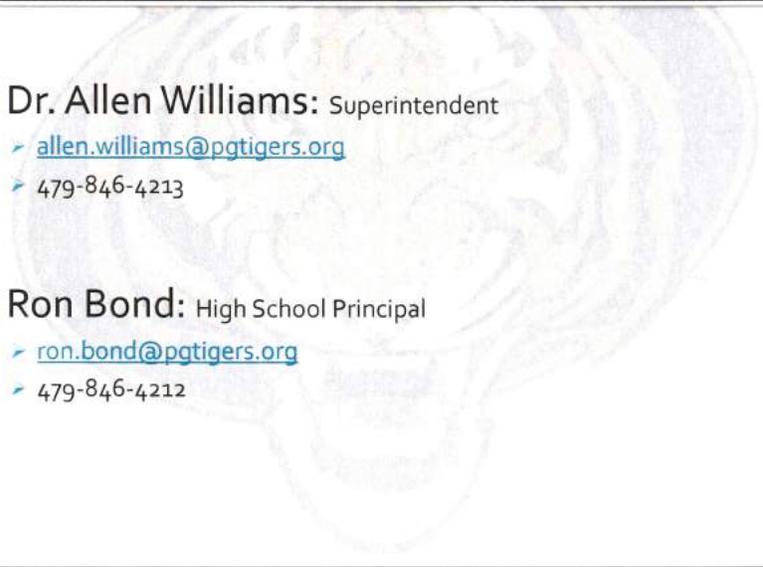
Initial Plan

- Medical Health Professions
CNA, PCA, others
- Building Construction/Skilled Trades
Plumbing, electrical, HVAC, masonry, others
- Other areas may be added later based upon workforce needs of the region

Public Comments

- Questions
 - Comments
 - Concerns
 - Suggestions
- 

Contacts

- **Dr. Allen Williams:** Superintendent
 - allen.williams@pgtigers.org
 - 479-846-4213
 - **Ron Bond:** High School Principal
 - ron.bond@pgtigers.org
 - 479-846-4212
- 

Prairie Grove High Seeks Charter Status

By Lynn Kutter
ENTERPRISE-LEADER

PRAIRIE GROVE — As a public conversion charter high school, Prairie Grove High School will be able to make changes to meet the needs of all its students, school officials say.

The school is applying to be named a conversion charter school so it can provide new programs to help students interested in vocational careers, Superintendent Allen Williams told about 35 parents and teachers at a public hearing Thursday night.

Arkansas has two basic types of public charter schools, according to the Department of Education's website. A conversion charter school only draws students from within the school district's boundaries. This is what Prairie Grove is seeking.

Williams said about 80 percent of its graduates go on to post-secondary programs, whether they are four-year or two-year colleges or training programs.

There is a gap, he said, in the graduation rate among students

AT A GLANCE

Charter schools are public schools that operate under a "charter," or "charter contract" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

SOURCE: ARK. CODE ANN. 6-23-103(2)

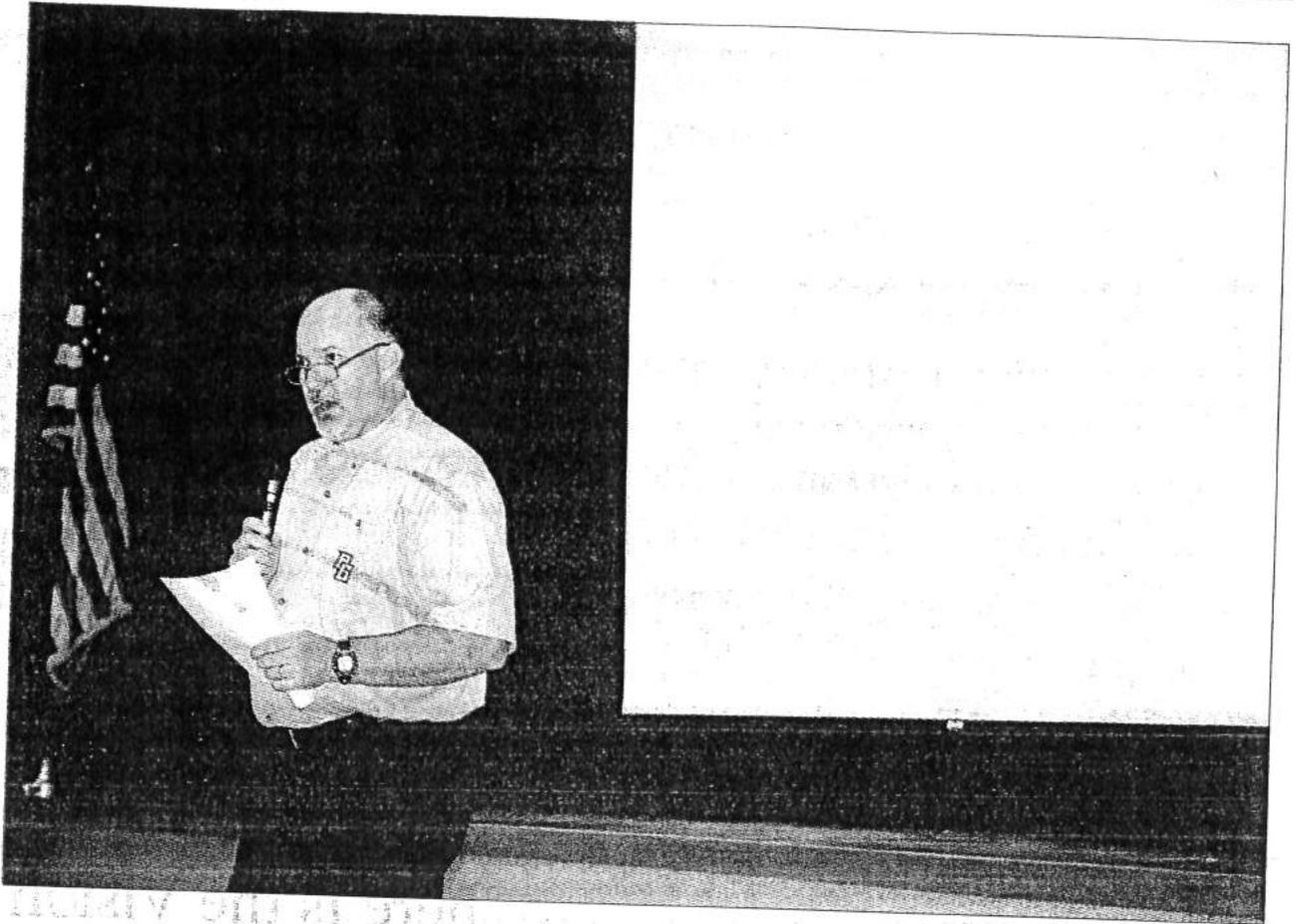
going to post-secondary programs and those who have interest in other areas.

The high school believes it is helping students to become college ready but needs to make improvements for students with other needs.

"These kids are losing interest because they don't think what they are doing will help them down the road," Williams said.

The high school's graduation rate between all students and subgroups, such as English language learners, has declined, he said. A chart in the school's conversion charter application shows that

SEE CHARTER PAGE 5A



Allen Williams, superintendent of schools for Prairie Grove School District, talks about the high school's plan to apply to be a conversion charter school. If approved, the changes would take effect in 2017-18. About 35 people attended the public hearing at the high school.

LYNN KUTTER ENTERPRISE-LEADER

CHARTER: Gap Shows School Is Not Meeting Student Needs

CONTINUED FROM PAGE 1A

in 2015, the graduation rate was 90.2 percent for all students but only 75.47 percent for subgroups. This is a decline from past years.

The gap shows Prairie Grove is not "meeting the needs of every student," the charter application says.

"Not every kid is going to go to four years of college but every kid hopefully is going to get a job," Williams said at the public hearing. "We want to prepare them for the future."

The district already is meeting with business and industry professionals to get input and ask for commitments to help with developing a curriculum for certain programs. The school wants the curriculum to be based on what is needed in the workforce for these careers, Williams said.

earning \$35,000 in the first year. After four years, this student could be making \$60,000 plus.

A key part of being a conversion charter school is the ability to request waivers that allow schools to deviate from state mandated rules and regulations.

Williams said Prairie Grove is seeking waivers that would allow it to amend the required time for students to be in a class for credit, to allow teachers to have more than 150 students during a school day, flexible schedules for students so they could take online courses or get work experience, and allow the school to use certified industry experts and business professionals to teach classes, as opposed to teachers licensed by the state.

As a conversion charter, Prairie Grove High would

help develop individual plans for all students, called a Planned Personalized Pathway or P3. There will be a general college prep pathway that can be personalized by students choosing a major they are interested in, such as fine arts, math or social studies. Pathways also will be developed for those interested in the career areas of building trades and design and health professions.

Parents and teachers at the public meeting asked many questions about the proposal and Williams also encouraged them to submit comments that will be attached to the school's application.

Eric Walker, School Board president, said he supports the conversion charter idea because it allows students to see other opportunities out there other than a tradi-

tional high school curriculum. Walker, who owns a masonry business, said he does not see the new program as a way to "make a bricklayer" but to afford the kids of Prairie Grove more opportunities.

Kristi Hassell, a parent and a teacher, said she does not think her youngest son will be interested in going to a four-year college but would be interested in vocational training. She said she is excited about the program and the opportunities it would provide her son.

"This will let him see what's out there in making a career choice," Hassell said.

The application is due to the Arkansas Department of Education on Aug. 4 and a panel will consider the proposal in October. If it is approved, it then goes to the State Board of Education in November for final approval.

"In a nutshell, we want to better prepare our students for life after high school," he said.

If the application is approved, Prairie Grove High would become a conversion charter school for the 2017-18 school year.

The school would start with a curriculum for building trades and design and a second one for health professions, focusing on students earning a certified nursing assistant credential in the beginning and possibly adding other credentials in the future.

For example, for building trades and design, first year students would take construction methods. The second year, students could get hands-on experience in the areas of framing, masonry, plumbing, HVAC and electrical. Year three could include online courses and/or work experience in a specific area.

In the health professions pathway, courses would include introduction to medical professions, medical terminology, medical procedures, biology, anatomy and physiology. Classes would include clinical hours and possibly work experience.

Williams said one company has said students completing the building trades and design pathway could graduate and enter an apprenticeship program

Appendix-B
Articles of Support

RESOLUTION OF THE PRAIRIE GROVE SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Prairie Grove School District Board of Directors met in a regular, open, and properly-called meeting on July 18, 2016 in Prairie Grove, Arkansas;

WHEREAS, 6 members were present, a quorum was declared by the chair;

WHEREAS, the Prairie Grove School District Board of Directors, pursuant to Ark. Code Ann. § 6-23-103, has determined that the Prairie Grove School District should submit an application to the Arkansas Department of Education for a conversion charter for the Prairie Grove High School, which if granted, would be effective for the 2017-2018 School Year.

NOW THEREFORE, upon due consideration and deliberation, it is hereby declared to be the intent of the Prairie Grove School District Board of Directors to authorize the submission of an application to the Arkansas Department of Education for a conversion charter for the Prairie Grove High School, and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.



Board President

7-18-16
Date



Board Secretary

7-18-16
Date



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Charlene Fite
P. O. Box 7300
Van Buren, Arkansas 72956-0262

479-414-1818 Business/Residence
charlene.fite@arkansashouse.org

DISTRICT 80

Counties:

Part Crawford
Part Washington

COMMITTEES:

Public Health, Welfare and Labor
Labor and Environment Subcommittee

Vice Chairperson,
Aging, Children and Youth, Legislative
and Military Affairs

Joint Performance Review

July 27, 2016

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, AR 72201

Dear Ms. Alexandra Boyd:

Prairie Grove School District is applying for a conversion charter for Prairie Grove High School. I support that application.

If permitted, this would allow the high school to provide an advantage to students in the school district which is not available to them at present. Students could be certified to further career opportunities and provide a means for some students to pay their way through college. This is an excellent opportunity for the students in the school district. It is also good for the community.

Please do not hesitate to contact me with questions or concerns.

Sincerely,

Charlene Fite
State Representative
District 80

CF:kgr



City of Prairie Grove Arkansas

Office of the Mayor

PO Box 944
Prairie Grove, AR
72753
479-846-3038

July 26, 2016

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, AR 72201

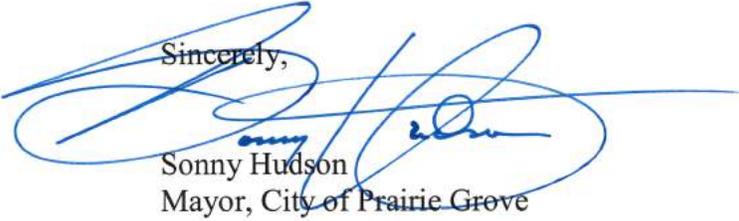
Dear Panel Members:

The City of Prairie Grove would like to state our support of Prairie Grove High School and Prairie Grove School District for the conversion charter application submitted on behalf of PGHS.

We believe that the district will gain the flexibility through this conversion charter to offer a more diverse educational opportunity for more students. We all realize that College is a stepping stone all students should strive for but we also must promote, through technical training, a career path that fits all student's needs, not just those that choose to attend College directly out of High School.

We concur that this application should be looked upon favorably as it will only enhance the opportunities our local students will have in the future.

Sincerely,



Sonny Hudson
Mayor, City of Prairie Grove

pc: Allen Williams

B-3

The following are business partners that have signed a Memorandum of Understanding (MOU) to partner with Prairie Grove High School. We are in the process of creating additional partnerships and establishing MOUs.

Walker Masonry and Sons, Inc.

Coyle Enterprises, Inc.

Pick-It Construction, Inc.

Mandy Allen, RN

Kimbel Mechanical Systems, Inc.

Social Meeting Comments of Support:



Missy Argo Hixson I would like to use all of your comments in our application if OK? This application goes in Wednesday, July 27 or so, if you are opposed to your face/name being on a copy, please email me at missy.hixson@pigtigers.org before then. Thanks for the great comments of support.

Like Reply · Just now



Charity Tyree Ruley

June 30 at 8:52pm · North Little Rock · 🇺🇸

I'm excited that they are getting this started. This would offer trade classes for students. The school could partner with different businesses to teach students different trades. For example, they could partner with a plumbing company to offer classes. Not all students are going to college. This would provide equal opportunities for students who don't plan on going. **Carmel Perry** and I have talked about this many times. **Mandy Baker-Creech** and I had a student in fourth grade who was an excellent mechanic. He hated "school work" but could fix anything!!! Thank you **Missy Patterson Shrum** for the info 🍷

Prairie Grove School District
Prairie Grove High School Conversion Charter Meeting

Prairie Grove School District will hold a Public Meeting on Thursday, July 21 at 6:00 pm. This short presentation will be held in the Prairie Grove High School Cafeteria located at 500 Cole Drive, Prairie Grove, Arkansas.

The purpose of this meeting is to inform the public of Prairie Grove School District's plans to file an application for conversion charter status for grades 9-12. A question and answer session will follow.

All interested students, parents and the public are invited to attend.

Contact: **Ron Bond, High School Principal at 479-846-4212**

Crystal Tyree Hamilton, Judith Gaughan and 113 others

12 shares



Cassie Hooser Davis Yes! I have wished we had this for a long time. Not everyone wants, needs, or can do a 4 year. I hope this works out

Like Reply · 2 · June 30 at 8:55pm



Charity Tyree Ruley You're right. And all of those trade jobs make more \$ than I do. Lol!!!! I wish I could be part of it. It's a wonderful program.

Like Reply · 2 · June 30 at 8:57pm



Holly Johnson Dugas I think that's a great idea.

Like Reply · June 30 at 8:59pm



Ashley Taylor This is awesome!!! 🍷

Like Reply · June 30 at 9:00pm



Kara Martin Ault So glad to hear this. Greenwood, where I went to school, just started it a few yrs ago & I thought it was such a great idea.

Like Reply · June 30 at 9:01pm



Carmel Perry This will benefit so many kids! Such a great move on our schools part!

Like Reply · 4 · June 30 at 9:03pm



Charity Tyree Ruley I completely agree!!!! I'm excited.

Like Reply · June 30 at 9:07pm



Write a reply...



Sharon Glover Fabulous.....

Like Reply · June 30 at 9:04pm



Jessica Pierce This is awesome!!

Like Reply · June 30 at 9:07pm



Katie Peoples This is a great idea! So excited!

Like Reply · June 30 at 9:18pm



Joey Book This is an awesome idea!!! Way to go Prairie Grove!

Like Reply · June 30 at 9:18pm



Suzanne Angell Carlton Love love love this! ❤️❤️

Like Reply · June 30 at 9:19pm



Beth Coyle Super great idea!

Like Reply · June 30 at 9:35pm



Sarea Birmingham I'm so excited!!

Like Reply · June 30 at 9:37pm



Linda Remington What a fantastic idea. This will benefit the kids and Prairie Grove too.

Like Reply · June 30 at 9:42pm



Sharon Glover In the dark ages, when I was in HS, we had a hugely successful program for students who weren't on a college track. We called it Diversified Occupations, D.O., for short. It was a model program and at that time I thought all schools had that kind of program.

Like Reply · 1 · June 30 at 10:04pm



Charity Tyree Ruley My dad took these classes in high school. He graduated as a diesel mechanic from Okmulgee.

Like Reply · June 30 at 10:50pm



Linda Remington I am glad that the kids that college is not for them can learn a trade and still support their families

Like Reply · 1 · June 30 at 10:54pm



Karen Chrisman McCratic I think it is awesome!! Maybe they can explore other options if they are not sure...Some trade occupations make awesome money.

Like Reply · 1 · July 1 at 6:38am



Carol Ellison In Broken Arrow, OK, at one time, you could learn several trades in high school with the opportunity to complete training at a trade school. If you started in high school, and continued straight out of high school, you could complete it at no cost to y... [See More](#)

Like Reply · 3 · July 1 at 6:45am



Amy May Teague Amen!

Like Reply · July 1 at 8:29am



Write a reply...



Jennifer Kinzer Emerson Awesome

Like Reply · July 1 at 6:56am



Sandra Yancey Wyatt It is awesome and about time they do this! Not everyone is cut out for college! Love it!!!when I went to PG they had a vo-tech school! Lot of our kids went there. A good friend learned welding! The goal posts at PG high were put up by him and his classmate! He earned a great living welding on a pipeline!

Like Reply · 2 · July 1 at 7:22am · Edited



Amy May Teague Yes!!!! So needed!!!!

Like Reply · July 1 at 8:28am



Marsha Gager I think this is great. Clear back in 1967 the HS I attended teamed with businesses to employ seniors in a work program. You had to have all your required credits or be working on them, my school required 4 years of English and that was the only require... [See More](#)

Like Reply · July 1 at 8:56am



Allyne Bottoms This program so needed!!!

Like Reply · July 1 at 5:37pm



Katherine Thacker Excuse my ignorance, but what does becoming a charter school have to do with offering trade classes?

Like Reply · July 1 at 6:41pm

↪ **Karen Chrisman McCratic** replied · 1 Reply



Betsy McCall This is exciting!!

Like Reply · July 2 at 8:57am

B-5

Appendix-C
Proposed 2017-2018 School Calendar

**Prairie Grove School District
Proposed Academic School Calendar – 2017-2018**

August 1, 2Building Directed Professional Development

August 4 (Friday).....Prof. Dev./Teacher Expo and Health Fair/New Teacher Orientation

August 7-10 (Mon-Thur).....Professional Development

August 3 and 12.....Teacher Workdays

August 21 (Monday).....**SCHOOL BEGINS**

September 4 and 5 (Mon & Tue).....**NO SCHOOL – LABOR DAY HOLIDAY**

September 19 and 21 (Tue & Thur)..... Parent-Teacher Conferences All Schools (3:30-6:30 pm)

October 20 (Friday).....End 1st Quarter (43 days)

October 23 (Monday).....**Begin 2nd Quarter**

November 20-24 (Mon – Fri).....**NO SCHOOL – THANKSGIVING BREAK**

December 22 (Friday).....End 2nd Quarter and 1st Semester (40 and 83 days)

December 21 through January 1..... **NO SCHOOL – CHRISTMAS BREAK**

January 2 (Tuesday).....**Begin 3rd Quarter and 2nd Semester**

January 15 (Monday).....**NO SCHOOL – MLK Day/Snow Make Up (if needed)**

February 19 (Monday).....**NO SCHOOL – Pres. Day/Snow Make Up (if needed)**

February 20 and 22 (Tue & Thur).....Parent-Teacher Conferences for Middle and High Schools

March 13 and 15 (Tue & Thur).....Parent-Teacher Conferences for Elementary

March 9 (Friday)End 3rd Quarter (47days)

March 12 (Monday).....**Begin 4th Quarter**

March 16 (Friday).....**NO SCHOOL – Professional Development**

March 19-23 (Mon – Fri).....**NO SCHOOL – SPRING BREAK**

May 20 (Sunday @ 4:00 pm).....Graduation

May 24 (Thursday).....End 4th Quarter and 2nd Semester (48 and 95 days)

May 25 (Friday).....Professional Development

Note: May 25, 29-31 and June 1 will be used to make up days missed due to inclement weather as needed. If any of these days are utilized, the Professional Development day scheduled for May 25 will be the day after the last student day.

Appendix-D
Statement of Assurances

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

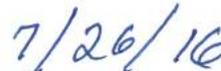
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the 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 statutes or 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 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
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



Date



Printed Name