

**2012-2013 Application Cycle**

**ADE**

**Evaluation and**

**Applicant**

**Responses**

**Blytheville High School – A New Tech School**  
**Blytheville School District**

## BLYTHEVILLE HIGH SCHOOL – A NEW TECH SCHOOL

**District:** Blytheville School District  
**Grade Levels:** 9-12  
**Student Enrollment Cap:** 1,000  
**Address of Proposed Charter:** 600 North 10<sup>th</sup> Street, Blytheville, Arkansas 72315

### ***STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM (Meets Standard)***

- Provide a timeline for full implementation of the Common Core Standards.

### ***STANDARD 8 OF APPLICATION: STAFFING PLAN (Partially Meets Standard)***

- Review and revise the administrator salary schedule.
- Confirm that administrators will have doctorate degrees.
- Confirm that special education teachers will be properly licensed.
- Explain why a waiver to the ratio of counselors to students is requested when the plan is to have the appropriate ratio.
- Since there is no mention of ADE licensed Library Media Specialist in the staffing plan, and no waiver is requested, confirm that the charter school will have a licensed Library Media Specialist.
- Explain how segregation of duties will be accomplished with one bookkeeper.

### ***STANDARD 9 OF APPLICATION: STUDENT SERVICES (Partially Meets Standard)***

- Describe the educational program to be provided to ELL students.
- Clarify if gifted and talented students would be identified at the charter school if waivers relating to the gifted and talented program are granted. If so, explain the reasons for the identifications.

**NOTE: There is no guarantee that the charter will receive the federal funds budgeted.**

**The applicant also should be prepared to address any other issues raised by Charter Review Council members.**

# Arkansas Department of Education

## Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new district conversion or limited public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a district conversion or limited charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

**Arkansas Department of Education  
District Conversion or Limited Public Charter School  
Application Evaluation**

**EVALUATION RUBRIC AND RESPONSES**

Name of Proposed School: **BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL**

Sponsoring School District: **BLYTHEVILLE**

**Part 1: PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

**Evaluation Criteria:**

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

**Part 2: REQUIRED INFORMATION**

***STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS***

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

**Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

## ***STANDARD 2 OF APPLICATION: MISSION STATEMENT***

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		<b>X</b>

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

## ***STANDARD 3 OF APPLICATION: EDUCATIONAL NEED***

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A clear description of a plan for school improvement that addresses how the conversion or limited public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		<b>X</b>

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

## STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both lengths of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

Strengths
Concerns and Additional Questions
<p><b>Clarify how many students will be in a classroom with two teachers.</b> <b>There will be a maximum of 60 students in a room with two teachers.</b></p> <p><b>Please discuss the rationale and research to support how this model will meet the needs of all students.</b> <b>Please see attached document concerning research conducted on both New Tech Network and Project-Based Learning and the rationale/support for this model for all students.</b></p> <p><b>Confirm students will be able to average 30 hours of instruction a week with early dismissal days.</b> <b>Students will be able to average 30 hours of instruction a week with early dismissal days using a block schedule. Please see attached schedule.</b></p>

### **Documented Evidence of Effectiveness: New Tech Network**

**The New Tech Network is well positioned to serve as a school development service provider for School Innovation in the NYC Department of Education. We believe NTN and NYC Department of Education schools share the same goal: to ensure ALL students can maximize their potential and are well prepared for college, career, and citizenship in the 21st century.**

***Linda Darling-Hammond, Stanford University***

**"These schools break the conventional links between race, poverty, and academic failure. Not only do their students receive an academically rigorous curriculum that prepares them for college and careers, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interests."**

***Deputy Director for College Ready for the Bill & Melinda Gates Foundation Carina Wong***

**"This effort is geared toward supporting teachers in transforming and targeting instruction, while lifting math and literacy expectations aligned to the Common**

**Core Standards. New Tech Network's project-based learning approach and strong use of technology make them an ideal partner for this work," Wong said.**

***Superintendent of Public Instruction Tony Bennett***

**"These schools provide an outstanding service to their children and to their communities by embracing a teaching method that challenges the traditional bounds of education while delivering increased student achievement," said Bennett.**

***Former CEO of America Online Barry Schuler***

**"Gone are the days of assembly line education. The New Tech approach is exactly what increasingly competitive and global business leaders expect and demand in today's public schools."**

***Former U.S. Secretary of Education Richard W. Riley, Vice Chairman of the Carnegie Corporation of New York's Board***

**"The fact that students in New Tech classrooms collaborate on projects in an environment that greatly mimics what goes on in business and other organizations is important. These students have a greater appreciation of the value of teamwork and the role of critical analysis in the process of solving problems. These are skills that will serve them well in the future."**

***iZone CEO Arthur VanderVeen***

**"We are delighted to be working with New Tech Network as a design partner," said iZone CEO, Arthur VanderVeen. "We chose New Tech for its visionary approach to leveraging project-based learning and 1:1 technology environments to make learning more rigorous, more engaging, and more authentic. New Tech's coaches have given our schools valuable support as we prepare for New Tech's debut in NYC this September. In just a few months, they have helped schools think differently about what school can look like."**

***California Superintendent of Public Instruction Tom Torlakson***

**"Of the over 10,000 schools that I have the responsibility to oversee in California, New Tech High is my favorite," he said. Torlakson said that New Tech's project-based learning model had prepared them to adapt quickly to rapid advancements in technology, saying, "You've learned the critical problem-solving that will equip you for life."**

***NTN Examined by School Reform Researchers*** The NTN model was examined by school reform researchers in two recent reports. Stanford University's Linda Darling-Hammond, in an article on designing equitable and excellent high schools, termed New Tech a model that "breaks the conventional links between race, poverty, and academic failure. Not only do their students receive an academically rigorous curriculum that prepares them for college and career, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interest" (Friedlaender, Darling-Hammond, et al, 2007). Rockman, et al., tracked alumni from the Napa New Tech High School to evaluate their postsecondary experience and report that 89% of the responding alumni attended a two-year or four-year college or university or professional or technical institute and 40% were majoring in STEM fields or working in STEM professions (Rockman, et al., 2006).

***National Research Supports Project Based Learning*** One three-year, longitudinal study of high school math education comparing project-based classroom experiences with

lecture/discussion classroom experiences (Boaler, 1998), found that the students in project-based classroom environments did significantly better on mathematics testing during and at the end of the three-year period. In 2010, Kanter and Konstantopoulos reported that project-based science curricula do improve science achievement among minority students; that the extent of teachers' content knowledge and pedagogical content knowledge correlated with increases in science achievement; and that usage of inquiry-based science learning activities by teachers correlated with improvement of students' attitudes about science.

Much national research has been conducted on both project-based learning (Thomas, 2000) and technology-driven education (Wenglinsky, 2005; Gulek & Demirtus, 2005; Lei & Zhao, 2005) and their positive effect on student achievement. Thomas, in his meta-analysis of the research on project-based learning, points to a number of studies highlighting improved student achievement as a result of project-based learning and improved quality of learning and grasp of such 21<sup>st</sup> century skills as communication and problem-solving. Studies find that when the project-based approach is implemented purposefully and with adequate teacher preparation students prefer the project-based approach and retain knowledge better. NTN requires a minimum of six months of district, school and teacher preparation as part of their school development planning process and provides intensive coaching and support throughout implementation.

***New Tech Data*** In addition to the national data, New Tech High Schools have successfully improved student achievement and attendance, increased graduation rates and post-secondary enrollment and narrowed achievement gaps.

- ***Improving Student Achievement*** During NTN implementation, an overwhelming majority of NTN schools saw significant gains in student achievement. While some gains were modest, others were magnificent. Across the North Carolina implementations, student achievement grew by as much as 48.8% while narrowing the achievement gap. At Warren New Tech, student proficiency in Algebra II increased to 98% (87 of 89 students enrolled). Similar improvement is evident in Texas and Indiana as well. In all cases, higher fidelity translated to improved student achievement.
- ***Increasing Attendance and Reducing Drop Out Rates*** NTN schools display high rates of attendance, low dropout, and suspension rates. In 2010-2011, NTN schools had an average attendance rate of 91% and an average dropout rate of less than 1% across the NTN's more than 60 schools. Most NTN schools had a 2010-11 suspension rate below 2%, though the average overall suspension rate was 6%.
- ***Increasing Graduation Rates*** The six most mature NTN high schools in California provide a good sample for NTN graduation rates. Across these sites the 2007-08 graduation rate was between 69% and 100%. Four of the six surpassed the graduation rates of their comparison schools and their districts. In two of the four schools, the NTN graduation rate was 30% or more above the districts' rate. Moreover, the highest fidelity, mature California schools, Napa and Sacramento, had two of the highest 2007-2008 graduation rates, at 98% and 99% respectively.

### **Background: New Tech Network**

The first New Tech school was started in 1996 when business and community leaders in Napa, CA, realized that their high school graduates were inadequately prepared to succeed in the modern workforce. The instructional model described above was

**successfully iterated and improved over many years, and the school quickly became a model for 21st century learning.**

**With help from the Gates Foundation, the New Tech High School was replicated at 23 new public schools over 7 years with clusters in California, Louisiana, and North Carolina. New Tech started the transition to a fee-for-service business model in 2005 and successfully opened an additional 13 schools as it formalized services and began to build a sustainable organization. In 2009, New Tech became a subsidiary of KnowledgeWorks, allowing New Tech to further expand its reach and open an additional 34 schools over the last two school years. As a leader in K-12 reform and deep experience with school development in Ohio, KnowledgeWorks provides New Tech with additional resources in many areas including operations (HR, IT, finance), marketing and outreach, R&D support, and strategic partnerships.**

**The New Tech Network now includes 85 public and charter schools in 16 states. With proven capacity to scale both the number of schools and the size of our organization to meet this demand, the New Tech Network remains committed to identifying and developing relationships with those with similar innovative aims. When the New York City Department of Education (DOE) created the Innovation Zone (iZone) in 2010 to challenge longstanding assumptions around “business as usual” in K-12 education, the New Tech Network found a common ally in designing personalized learning experiences that are tailored to each student, provide access to a wide range of resources, and increase collaboration between students, teachers and parents. Since both the New Tech Network and iZone aim to improve the way public schools operate to better meet the needs by working *with* the community to determine the best ideas, technology and tools for each student, teacher and school, we were delighted to partner with the New York City schools iZone360 project on 10 schools in 2011. We are further pleased to extend our existing iZone relationship to a fellow NYC DOE innovator, iLearnNYC, for the purposes of this application. Together with the YMCA, the New Tech and iLearnNYC school will offer tremendous 24/7, 365 service to NYC students anytime, anywhere.**

## STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

### Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematic Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

Strengths
Concerns and Additional Questions
<p><b>Confirm that there will be room for those students performing well to demonstrate “1.5 years of growth on Renaissance Learning, Star Enterprise testing for each individual each year....”</b></p> <p><b>There will be room for students who are performing well to demonstrate growth on Renaissance Learning Star Enterprise testing. 1.5 years of growth is the goal based on the continuum of student scores within the system at present. Students who reach their specific goals will be placed on a more rigorous and accelerated set of goals and skills. The goal will be adjusted annually to account for student growth beyond the goal.</b></p> <p><b>Define “progress toward mastery of 80%.”</b></p> <p><b>Student progress is measured through STAR testing every 6 weeks and must meet 80% mastery at the grade equivalency level they are on before moving to the next level. Trend lines will track each student as they progress toward the appropriate grade level and even as they move beyond their grade level if they are placed on an accelerated track.</b></p> <p><b>Explain if the “state” AMO refers to the AMO assigned to the school or the Arkansas State overall AMO.</b></p> <p><b>“State” AMO refers to the AMO assigned to the school by the Arkansas Department of Education.</b></p> <p><b>Revise the attendance and graduation rate goals to account for the possibility of exceptional growth which would make the goals provided mathematically impossible. Blytheville High School’s graduation rate is presently 69.77%. Based on the Arkansas Department of Education’s AMO for BHS’s graduation rate, the rate should increase by 5.86% the first year, taking the rate to 75.63%. The second year, the goal for increase is 4.44% which takes the rate up to 80.07%. The goal for the next four years is 2.5% which would bring the overall rate to 90.07%. These goals are minimum growth goals and will be addressed and adjusted annually to account for exceptional growth.</b></p>

## STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks and Common Core Standards.

### Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education’s content standards, benchmarks and performance standards.
- Evidence that the Applicant is prepared to implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

Strengths
Concerns and Additional Questions
<p><b>Provide evidence that the Applicant is prepared to implement the requirements and timeframe of the Common Core Standards. More fully describe your plan for implementing Common Core State Standards.</b></p> <p><b>Blytheville High School teachers have had extensive training through Crowley’s Ridge Co-op specialists in Total Instructional Alignment, Inquiry Learning, Project Based Learning, and Argumentative Writing. The specialists have continued to work with the Instructional Facilitators to help teachers turn the current TIA documents into Common Core Units. A checklist has been provided to help ensure that all elements of a Common Core Lesson are in place and will be used in all subjects. Continuing training through the co-op will ensure that the CCSS standards are being met. Math Literacy teachers are being trained through the Common Core Institutes and CIV’s provided by ADE with follow up professional development and monitoring to check for implementation. Teachers, Instructional Facilitators, and Administrators have all attended ADE sponsored events on the implementation of CCSS through Crowley’s Ridge Co-op, Arkansas State University, and Arkansas Northeastern College.</b></p>

## ***STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES***

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for student selection should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
<p><b>Please explain what actions your district will take when enrollment nears the student enrollment cap.</b></p> <p><b>Enrollment will not exceed the approved enrollment cap. The district will monitor enrollment increases carefully and will apply to make amendments to the charter well before the cap is reached.</b></p>		

## ***STANDARD 8 OF APPLICATION: STAFFING PLAN***

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which all employees will be held.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	<b>X</b>	
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
<p><b>Explain the qualifications required for the positions of instructional facilitator and interventionist.</b></p> <p><b>In addition to what is listed below, please see updated staffing plan and budget Instructional Facilitator Responsibilities (3): (included in teacher salary on budget)</b></p> <p><b>*On-going professional development for teachers</b></p>		

- \*Provide demonstrations to strengthen the instructional process**
- \*Provide content development for teachers**
- \*Plan and conduct professional team meetings**
- \*Collect data, analyze results, and report findings**
- \*Evaluate student achievement and assist with placing students in appropriate intervention and support services**
- \*Identify needs and make recommendations for appropriate materials**
- \*Meet regularly with the principal to report on progress and plan next steps**
- \*Network with other district instructional facilitators, co-op specialists, and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence**
- \*\*To be qualified to be an instructional facilitator, a teacher must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.**

**Interventionists (2): (included in teacher salary on budget)**

- \*Work with students who are below proficiency level or in danger of falling below proficiency level**
- \*Create an intervention schedule for students and teachers**
- \*Create intervention plans for students outlining detailed gaps in students' Ability in order to provide targeted assistance**
- \*Attend collaboration with teachers to attend to needs for students**
- \*Pull small groups or individual students or push in to classrooms to assist students with their work**
- \*\*To be qualified to be an interventionist, a teacher must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.**

**Provide the salary schedules for the positions of administrator, assistant administrator, and counselor.**

**Please see attached salary schedule.**

**Clarify whether any teachers, other than Career Tech, and counselors must have licensure.**

**All Teachers must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.**

**ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK**

**DATE: 11/20/2012**

**BLYTHEVILLE SCHOOL DISTRICT NO. 5**

**TIME: 09:45:03**

**SALARY SCHEDULE**

**SELECTION CRITERIA: shdtable.code='500'**

**SCHEDULE 500      DESCRIPTION      ADMINISTRATORS**  
**H/S S STEP 11    RANGE 3    CONTRACT DAYS 240    HOURS/DAY 1.00**  
**R A N G E**

<b>STEP</b>	<b>DIRECTOR</b>	<b>SECONDAR</b>	<b>ELEM.</b>
1	126,250.00	76,886.00	70,366.00
2	91,958.00	81,417.00	72,744.00
3	78,275.00	73,553.00	71,428.00
4	80,000.00	63,500.00	76,366.00
5	78,872.00	87,870.00	.00
6	98,107.00	.00	.00
7	49,005.91	52,000.00	.00
8	63,500.00	.00	.00
9	50,000.00	.00	.00
10	68,000.00	.00	.00
11	69,307.00	.00	.00

**ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK**

**DATE: 11/27/2012**

**BLYTHEVILLE SCHOOL DISTRICT NO. 5**

**TIME: 15:16:35**

**SALARY SCHEDULE**

**SELECTION CRITERIA: shdtable.code='403'**

**SCHEDULE 403      DESCRIPTION      PARA 60-96 12/13**  
**H/S S STEP 21    RANGE 4    CONTRACT DAYS 180    HOURS/DAY 1.00**  
**R A N G E**

<b>STEP</b>	<b>60 HOURS</b>	<b>72 HOURS</b>	<b>84 HOURS</b>	<b>96 HOURS</b>
1	12,635.00	12,708.00	12,782.00	12,855.00
2	12,987.00	13,061.00	13,135.00	13,209.00
3	13,341.00	13,415.00	13,488.00	13,562.00
4	13,694.00	13,768.00	13,841.00	13,915.00
5	14,048.00	14,121.00	14,195.00	14,268.00
6	14,401.00	14,474.00	14,548.00	14,622.00
7	14,754.00	14,828.00	14,901.00	14,975.00
8	15,107.00	15,181.00	15,254.00	15,328.00
9	15,461.00	15,534.00	15,608.00	15,681.00
10	15,814.00	15,887.00	15,961.00	16,035.00
11	16,167.00	16,241.00	16,314.00	16,388.00
12	16,520.00	16,594.00	16,667.00	16,741.00
13	16,874.00	16,947.00	17,021.00	17,094.00
14	17,227.00	17,300.00	17,374.00	17,448.00
15	17,580.00	17,654.00	17,727.00	17,801.00
16	17,933.00	18,007.00	18,080.00	18,154.00
17	18,287.00	18,360.00	18,434.00	18,507.00
18	18,640.00	18,713.00	18,787.00	18,861.00
19	18,993.00	19,067.00	19,140.00	19,214.00
20	19,346.00	19,420.00	19,493.00	19,567.00
21	19,700.00	19,773.00	19,847.00	19,920.00

## UPDATED STAFFING PLAN AND BUDGET

**STANDARD 8: Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions and support positions and how many of each.**

### **I. Administrator (Building Administrator) Responsibilities (1):**

- \*Act as chief executive officer of the school and carry out the school and district missions.**
- \*Select, make recommendations to the superintendent for hiring and terminating faculty and staff.**
- \*Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).**
- \*Monitor the status of resources in order to fulfill the school and district missions.**
- \*Prepare an annual budget to be presented to the board.**
- \*Ensure building maintenance and safety as well as oversee custodial services**
- \*Oversee the implementation of the curriculum.**
- \*Monitor student academic achievement regularly.**

**Qualifications: The qualifications of an administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.**

### **II. Assistant Administrators Responsibilities (4):**

- \*Act as support to the building administrator and assist in carrying out school and district missions.**
- \*Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.**
- \*Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.**

**Qualifications: The qualifications of an assistant administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.**

### **III. Teacher Responsibilities (63 with ALE instructors included)**

- \*Conduct classroom instruction**
- \*Work collaboratively with colleagues to plan and teach courses**
- \*Maintain an atmosphere conducive to learning**
- \*Reach as many different levels and kinds of learners as possible**
- \*Attend professional development, implement new learning and share with colleagues**
- \*Continually teach, assess and modify for each student**
- \*Teachers will complete 1/2 day of face-to-face training and 24 hours of online training in the new Arkansas Teacher Excellence Support System**

**(TESS) and will fulfill the requirements provided within the evaluation system.**

**Qualifications: All teachers, with the exception of instructors teaching workforce preparedness courses must be highly qualified according to the Elementary Secondary Education Act.**

**IV. Instructional Facilitator Responsibilities (3): (included in teacher salary on budget)**

- \*On-going professional development for teachers**
- \*Provide demonstrations to strengthen the instructional process**
- \*Provide content development for teachers**
- \*Plan and conduct professional team meetings**
- \*Collect data, analyze results, and report findings**
- \*Evaluate student achievement and assist with placing students in appropriate intervention and support services**
- \*Identify needs and make recommendations for appropriate materials**
- \*Meet regularly with the principal to report on progress and plan next steps**
- \*Network with other district instructional facilitators, co-op specialists, and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence**

**Qualifications: must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.**

**V. Interventionists (2): (included in teacher salary on budget)**

- \*Work with students who are below proficiency level or in danger of falling below proficiency level**
- \*Create an intervention schedule for students and teachers**
- \*Create intervention plans for students outlining detailed gaps in students' ability in order to provide targeted assistance**
- \*Attend collaboration with teachers to attend to needs for students**
- \*Pull small groups or individual students or push in to classrooms to assist students with their work**

**Qualifications: must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.**

**VI. Special Education (7): Paraprofessionals**

- \*Provide instructional support through reinforcing model concepts, supervising small groups or independent work, helping students work on assignments or projects and following the instructional lead of the classroom teacher.**
- \* Provide behavior management support through building positive self-esteem in students, talking positively to students, calming students who are**

**exhibiting distress and treating students with dignity and respect.**

**\*Provide diagnostic support through the display of adequate computer skills, administration of informal assessments and through observation and recording of behavioral documentation.**

**\* Provide classroom organization support through development of instructional activities and games, assisting in daily planning of classroom rules and helping students work on organizational skills**

**Qualifications: Must have 60 hours of college credit or pass the Praxis series for paraprofessional licensure.**

#### **VII. Guidance Services/Counselor Responsibilities (3):**

**\*Provide Academic, Social and emotional supports**

**\*Disseminate and clarify graduation requirements**

**\*Coordinate post-secondary opportunities**

**\*Coordinate internship opportunities in conjunction with seminar classes and school leadership**

**\*Aid in student scheduling and creating of master schedule and course catalog**

**\*Facilitate state-mandated assessments**

**Qualifications: Must hold a Bachelor's degree and have experience within the field of education**

#### **VIII. Health Services (1.5)**

**\* 1.0FTE full time nurse on campus at Blytheville High School**

**\* 0.5 FTE nurse on Alternative Learning Environment campus.**

**\* Clinician-Provide daily nursing care and case management during school hours.**

**\*Advocate-Provide a physically and emotionally safe environment to meet the needs of students and staff.**

**\*Collaborator-Help families navigate complex medical systems and identify resources for healthcare services, financial resources, shelter, food and health promotion.**

**\*Health Educator-Collaborate with administrators and teachers in providing health education opportunities and experiences for school age children, families, school personnel and the community that will lead to behavior change.**

**\*Liaison-Translator of educational and medical goals and coordinator between the school and medical communities.**

**Qualification: Must be a licensed, Registered Nurse**

#### **IX. Media Services (1.5)**

**\* 1.0 FTE Blytheville High School campus**

**\* 0.5 FTE Alternative Learning Environment Campus.**

**\* Assist students in developing and using research skills.**

**\* Support teachers and students through providing media and technology resources to implement common core standards.**

**\* Promote and support 21<sup>st</sup> century skills and implementation through New Tech.**

- \* Evaluate, select and request new library media.
- \* Assist teachers in selection of books and other instructional materials.
- \* Work with teachers in planning instruction using library resources.
- \* Prepare and maintain the library budget as part of ASCIP.
- \* Attend professional meetings to stay abreast of new technology and techniques used in media centers.
- \* Participate in collaboration and curriculum meetings.
- \* Other duties as assigned

**Qualifications:**

**Must hold a Masters degree in Instructional Technology/Library Media Education.**

**X. Fiscal Services (1)**

- \*Book keeper for Blytheville High School
- \*Maintain instructional and activity budgets.
- \*Ensure correct account and budget codes are used for requisitions.
- \*Key requisitions into APSCN.
- \*Key receipts for deposit into APSCN.
- \*Make deposits as needed.
- \*Fax purchase orders to vendors
- \*Assist with completing teacher travel forms.
- \*Order graduation supplies
- \*Other duties as assigned by principal.

**Qualification: Must have book keeping experience and a minimum degree of an Associate of Arts is preferred.**

**XI. Maintenance and Operation (3)**

- \*Clean and maintain school: including classrooms, bathrooms, courtyard, halls, library
- \*Perform minor repair maintenance, observe/report needed repair of equipment, furnishings, fixtures, building and site.
- \*Assists in maintenance of lawns, landscaping, concrete and blacktop surfaces and playgrounds, including pedestrian walkways snow and ice removal.
- \*Sets up and tears down for school activities
- \*Operates security systems and opens and secures buildings as required.
- \*Works a revised schedule and substitutes for other custodial staff when necessary.
- \*Shares responsibility for holiday, extended day and weekend activities.
- \*Performs other duties as assigned by supervisors.

**Qualifications:**

**Must have a high school diploma, be able to work unsupervised, have good attendance, be able to communicate and follow written and oral communication. Additionally, worker must be in good physical health and be able to lift 75 pounds, be able to climb ladders and perform tasks, and be able to bend, carry hear and lift.**

## **XII. Food Services (12)**

### **Manager Position:**

- \* supervising of food service employees**
- \* tracking commodity use**
- \*Other duties as assigned by district Food Service director.**

**Qualifications: high school diploma required.**

### **Food Service Employee**

- \*Cooking breakfast and lunch**
- \*Serving students lunch and breakfast**
- \*Maintaining a clean kitchen**
- \*Other duties as assigned by manager**

**Qualifications: No requirements**

## **XIII. Data Processing (1)**

- \* Use APSCN and eSchool to maintain student data**
- \* Organize and catalog data in an efficient, timely manner**
- \* Communicate and collaborate with school personnel concerning data**
- \* Track graduation rate cohorts**

**Qualifications: Must have computer experience and high school diploma**

## **XIV. Substitutes**

**Substitutes are provided through Sub-Teach, an outside agency. The amount reflected in the budget is the amount paid to Sub-Teach for substitutes.**

## **XV. School Board & Staffing Plan**

**The Blytheville School Board is responsible for overseeing all functions of the school district and are, therefore, responsible for the staffing and salary plan.**

**Public Charter School Application**  
**Estimated Budget Worksheet, Year One (2013-2014)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students ( <u>  797  </u> ) x \$6,267.00 State Foundation Funding		
3			4,994,799.00
4	No. of Students ( <u>  797  </u> ) x \$42.38 Professional Development		33,777.00
5	No. of Students ( <u>  797  </u> ) x eligible rate* NSLA Funding		823,301.00
6	Total State Charter School Aid		<u>\$5,851,877</u>
7			
8	Other Sources of Revenues:		
9	Private Annual Donation: Kinder Morgan	10,000.00	
10	Title I	390,260.00	
11	Title IIA	166,993.00	
12	Carl Perkins	70,939.00	
13	Title VI State	<u>23,483.00</u>	661,675
14	Total Other Sources of Revenues		<u>\$0.00</u>
15			
16	<b>TOTAL REVENUES</b>		<b>\$6,513,552.00</b>

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>  5  </u> )	347,648.00	
21	Fringe Benefits	81,199.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		\$428,847.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u> 59 </u> )	2,454,438.00	
29	Fringe Benefits	618,576.21	
30	Purchased Services		
31	Supplies and Materials	106,300.00	
32	Equipment (Teacher/Student Laptops)	250,202.00	
33	Other (Describe)		<u>\$3,429,516.21</u>

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34			
			<i>(Budget Continued)</i>
35	Special Education:		
36	Salaries: <i>(No. of Positions <u>7</u>)</i>	<u>151,500.00</u>	
37	Fringe Benefits	<u>37,400.00</u>	
38	Purchased Services	<u>6850.00</u>	
39	Supplies and Materials	<u>4100.00</u>	
40	Equipment	<u>                    </u>	
41	Other <i>(Describe)</i>	<u>                    </u>	<u>\$199,850.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: <i>(No. of Positions <u>0</u>)</i>	<u>                    </u>	
45	Fringe Benefits	<u>                    </u>	
46	Purchased Services	<u>                    </u>	
47	Supplies and Materials	<u>1500.00</u>	
48	Equipment	<u>                    </u>	
49	Other <i>(Describe)</i>	<u>                    </u>	<u>\$1,500.00</u>
50			
51	Alternative Education Program/ALE:		
52	Salaries: <i>(No. of Positions <u>7</u>)</i>	<u>299,841.00</u>	
53	Fringe Benefits	<u>73,850.00</u>	
54	Purchased Services	<u>                    </u>	
55	Supplies and Materials	<u>4,000.00</u>	
56	Equipment	<u>                    </u>	
57	Other <i>(Describe)</i>	<u>                    </u>	<u>\$377,691.00</u>
58			
59	Guidance Services:		
60	Salaries: <i>(No. of Positions <u>3</u>)</i>	<u>173,874.00</u>	
61	Fringe Benefits	<u>42,968.00</u>	
62	Purchased Services	<u>                    </u>	
63	Supplies and Materials	<u>2,250.00</u>	
64	Equipment	<u>                    </u>	
65	Other <i>(Describe)</i>	<u>                    </u>	<u>\$219,092.00</u>
66			
67	Health Services:		
68	Salaries: <i>(No. of Positions <u>1.5</u>)</i>	<u>50,777.00</u>	
69	Fringe Benefits	<u>13,490.00</u>	
70	Purchased Services	<u>                    </u>	
71	Supplies and Materials	<u>1,250.00</u>	
72	Equipment	<u>                    </u>	
73	Other <i>(Describe)</i>	<u>                    </u>	<u>\$65,517.00</u>

74	<i>(Budget Continued)</i>	
75	Media Services:	
76	Salaries: (No. of Positions <u>1.5</u> )	68,185.00
77	Fringe Benefits	16,573.00
78	Purchased Services	2,500.00
79	Supplies and Materials	9,500.00
80	Equipment	
81	Other (Describe)	\$96,758.00
82		
83	Fiscal Services:	
84	Salaries: (No. of Positions <u>1</u> )	20,000.00
85	Fringe Benefits	4,400.00
86	Purchased Services	
87	Supplies and Materials	
88	Equipment	
89	Other (Describe)	\$24,400.00
90		
91	Maintenance and Operation:	
92	Salaries: (No. of Positions <u>3</u> )	61,444.00
93	Fringe Benefits	15,090.00
94	Purchased Services	
	Utilities: 183,679.00	
95	Custodial Services: 262,721	446,000.00
96	Supplies and Materials	83,000.00
97	Equipment	3,000.00
98	Building Renovationsd for New Tech	189,000,000
99		\$797,534.00
100	Pupil Transportation:	
101	Salaries: (No. of Positions <u>0</u> )	District Expense
102	Fringe Benefits	
103	Purchased Services	
104	Supplies and Materials	
105	Equipment	
106	Other (Describe)	\$0.00
107		
108	Food Services:	
109	Salaries: (No. of Positions <u>12</u> )	124,568.00
110	Fringe Benefits	33,693.00
111	Purchased Services	
112	Supplies and Materials	
113	Equipment	
114	Other (Describe)	\$158,261.00

(Budget Continued)

115			
116	Data Processing:		
117	Salaries: (No. of Positions <u>1</u> )	21,074.00	
118	Fringe Benefits	6,209.00	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		\$27,283.00
123			
124	Substitute Personnel:		
125	Subteach	75,875.00	
126	Fringe Benefits		\$75,875.00
127			
128	If Applicable: Facilities		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	Please list upgrades:		
131			
	If Applicable: Utilities (contract for one total		
132	year including facility upgrades)		
	If Applicable: Insurance (contract for one		
133	total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		\$0.00
136			
137	Debt Expenditures:		\$0.00
138	Other Expenditures:		
139	(Describe)		\$0.00
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$5,902,124.21</b>

**ADE Finance makes no guarantee to accuracy of Federal budgeted dollars shown.**

## STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address student services.

### Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	<b>X</b>	
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
<p><b>Verify that applicant will comply with all state and federal special education regulations.</b>  <b>Blytheville High School-A New Tech School will comply with all state and federal special education regulations. Compliance will be monitored by the district director of Special Education Services and the campus director of Special Education Services.</b></p> <p><b>Discuss the instructional program to be offered to meet the needs of for bilingual students and students who are English language learners.</b>  <b>Blytheville High School does not offer bilingual instruction. Services are provided for English Language Learners to help them to become proficient and pass the ELDA and achieve academic success.</b></p> <p><b>Provide how you will take care of the affective needs of your Gifted and Talented students.</b>  <b>The GTdirector/facilitator will meet at least once per month with high school identified GT students to discuss educational options available to them and meet the affective needs of the students including career choices, college readiness, peer pressure, and other personal needs as determined by one on one consultation with the students when possible.</b></p> <p><b>Students may register for advanced content courses, as well as Pre Advanced and Advanced Placement Courses. Classes meet daily. Course options include language arts, math, science, social studies, foreign language, and history. French and Spanish are also offered. The French students usually take a trip to France every other year to learn firsthand about the culture.</b></p> <p><b>Students also participate in a community project &amp; writing contest.</b></p> <p><b>Students concurrently enrolled in community college courses may receive dual credit. Some of the popular courses this year: algebra, medical terminology, medical profession, internship, human behavior, law enforcement, design manufacturing, orientation to teaching &amp; calculus.</b></p> <p><b>Co-curricular activities include Quiz Bow, Chess and Odyssey of the Mind.</b></p>		

***STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES***

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

**Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		<b>X</b>
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		

***STANDARD 11 OF APPLICATION: FACILITIES***

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

**Evaluation Criteria:**

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities’ compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - members of the local board of the public school district where the charter school will be located; and
  - the employees of the public school district where the charter school will be located.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		<b>X</b>
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		

**STANDARD 12 OF APPLICATION: WAIVERS**

The Waivers section should describe any waiver from local or state law which the charter is seeking.

**Evaluation Criteria:**

A response that meets the standard will present:

- A rationale for each and every waiver request; and
- A justification of how the waiver requests relate to the school’s educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		<b>X</b>

**Legal Comments**

**1. Requested Waivers:**

**a.) Ark. Code Ann. § 6-10-106 (“Uniform dates for beginning and end of school year”) & Standard 10.01 of the Standards for Accreditation (“Required Time for Instruction and School Calendar”): Because the Applicant’s proposed calendar reflects starting and ending dates consistent with the statute and standard, the Applicant should explain further why this waiver is necessary and how the Applicant’s plan is not consistent with this statute and standard. Unless the Applicant indicates a specific rationale for waiving this statute and standard, no waiver will be granted.**

**A newly revised calendar reflecting the early start is attached.**

**The Applicant requested a waiver of Standard 10.01 of the Standards for Accreditation to accommodate releasing students at 1:30 six days per year. To effectuate this waiver, the district should request a waiver of Ark. Code Ann. § 6-16-102 and § 6-18-211, or adjust its calendar and daily schedule to meet the requirements of these sections.**

**Blytheville High School-A New Tech School requests waiver of Ark. Code Ann. § 6-16-102 and § 6-18-211 to allow for releasing students at 1:30 six days per school year.**

**b.) Standard 15.03 of the Standards for Accreditation (“Licensure and renewal”): Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of Ark. Code Ann. § 6-15-1004 (“Qualified teachers in every public school classroom”), 6-17-302 (“Public school principals -- Qualifications and responsibilities”), 6-17-309 (“Certification to teach grade or subject matter – Exceptions – Waiver”), 6-17-401 (“Teacher license requirement”), 6-17-902 (“Arkansas Teachers’ Salary Law – Definition”), and 6-17-919(a)(1) (“Warrants void without valid certificate and contract”); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher. If no waiver is sought of these statutes and rules, the Applicant’s teachers may be required to be licensed.**

**Blytheville High School-A New Tech School requests, in addition to asking for a waiver for Standard 15.03 of the Standards for Accreditation (“Licensure and renewal”), a waiver of Ark. Code Ann. § 6-15-1004 (“Qualified teachers in every public school classroom”), 6-17-302 (“Public school principals– Qualifications and responsibilities”), 6-17-309 (“Certification to teach grade or subject matter – Exceptions – Waiver”), 6-17-401 (“Teacher license requirement”), 6-17-902 (“Arkansas**

**Teachers' Salary Law – Definition”), and 6-17-919(a)(1) (“Warrants void without valid certificate and contract”); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.**

- **Even if Applicant is granted a waiver from the licensure requirements, the Applicant will still be required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any teacher who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.**
- **The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE’s procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.**
- **All teachers and school personnel must submit to the criminal background and central registry checks.**
- **This waiver does not exempt licensed employees from the Code of Ethics for Arkansas Educators.**

**c.) Standard 9.03.4.2 of the Standards for Accreditation (requiring 5 units of science to be offered in grades 9 through 12): Because the Applicant’s proposal is specifically allowed by this Standard with Department approval, the Applicant should explain further why this waiver is necessary and how the Applicant’s plan is not consistent with this standard. Unless the Applicant indicates a specific rationale for waiving this standard, no waiver will be granted.**

**Blytheville High School-A New Tech School withdraws request for waiver of Standard 9.03.4.2**

**d.) Standard 14.03 Unit of Credit: The Applicant should note that this waiver will only be applied to the extent that courses are taught simultaneously. Simultaneous courses must still have a combined total of 120 clock hours. The 120 hour requirement will also be waived for the oral communication credit.**

**Blytheville High School-A New Tech School understands that classes must be taught simultaneously for the waiver to apply.**

**e.) Standard 16.01.3 of the Standards for Accreditation requires a licensed guidance counselor to be maintained at a ratio of 1 to 450 students in the district. The Applicant should provide further explanation about how this waiver would affect the maintenance of the ratio in the other schools in the district. In order to effectuated the waiver, waivers for Ark. Code Ann. §§ 6-18-706 and 6-18-1001 *et seq.* and the ADE Rules Governing Public School Student Services should also be requested.**

**Blytheville High School-A New Tech School ratio for guidance services will be unaffected in the district. BHS request waivers for Ark. Code Ann. §§ 6-18-706 and 6-18-1001 *et seq.* and the ADE Rules Governing Public School Student Services.**

- f.) Standard 18.0 Gifted and Talented: In order to effectuate this waiver, waivers for Ark. Code Ann. §§ 6-42-101 *et seq.* and 6-20-2208(c)(6) and the ADE Rules Governing Gifted and Talented Program Approval Standards should also be requested.**

**Blytheville High School-A New Tech School requests waivers for Ark. Code Ann. §§ 6-42-101 *et seq.* and 6-20-2208(c)(6) and the ADE Rules Governing Gifted and Talented Program Approval Standards.**

## **2. Waivers Not Requested**

- a.) Standard 16.01.3 of the Standards for Accreditation (requiring licensed counselors): This waiver request is consistent with the Applicant’s statement in Standard 8, on page 15 of the application, in which the Applicant states that the only requirement for a counselor will be “a bachelor’s degree and experience in the field.”**

**In addition, to successfully waive the requirement of a licensed counselor, the Applicant must also request waiver of Ark. Code Ann. § 6-18-1001 *et seq.* (“Public School Student Services Act”) and ADE Rules Governing Public School Student Services.**

**Blytheville High School-A New Tech School requests a waiver for Ark. Code Ann. § 6-18-1001 *et seq.* (“Public School Student Services Act”) and ADE Rules Governing Public School Student Services.**

**BLYTHEVILLE PUBLIC SCHOOLS  
BHS 2013 – 2014**

<b>Professional Development Days (#1 - #5) 7:30 a.m. - 4:00 p.m. (Each day counts as 1.25 days.)</b>	<b>August 5-8</b>
<b>School Begins</b>	<b>August 12</b>
<b>No School – District-wide</b>	<b>August 16</b>
<b>Labor Day Holiday</b>	<b>September 2</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #6</b>	<b>September 19</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #6</b>	<b>October 10</b>
<b>1<sup>st</sup> Quarter Ends (44 days) 1<sup>st</sup> quarter break – no school</b>	<b>October 18</b>
<b>1/2 Professional Development Day (3:30-6:30 PM) #7</b>	<b>October 22</b>
<b>Parent/Teacher Conferences (3:30-6:30 PM)</b>	<b>October 24</b>
<b>Parent/Teacher Conference (8:00-11:00 AM) 1/2 Professional Development Day (12:00-3:00 PM) #7</b>	<b>October 25</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development Day (3:30-5:30 PM) #6</b>	<b>November 21</b>
<b>Thanksgiving Holidays</b>	<b>November 25-29</b>
<b>2<sup>nd</sup> Quarter Ends (41 days)/1<sup>st</sup> Semester Ends (85 days)</b>	<b>December 20</b>
<b>Christmas Holidays</b>	<b>Dec. 23–Jan. 3</b>
<b>Professional Development #8</b>	<b>January 6</b>
<b>Second Semester Begins</b>	<b>January 7</b>
<b>Martin Luther King Holiday</b>	<b>January 20</b>
<b>Presidents' Day Holiday</b>	<b>February 17</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development Day (3:30-5:30 PM) #9</b>	<b>February 20</b>
<b>3<sup>rd</sup> Quarter Ends (43 days) 3<sup>rd</sup> quarter break – no school</b>	<b>March 10</b>
<b>1/2 Professional Development Day (3:30-6:30 PM) #10</b>	<b>March 11</b>
<b>Parent/Teacher Conferences (3:30-6:30 PM)</b>	<b>March 13</b>
<b>Parent/Teacher Conferences (8:00-11:00 AM) 1/2 Professional Development Day (12:00-3:00 PM) #10</b>	<b>March 14</b>
<b>Spring Break</b>	<b>March 17-21</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #9</b>	<b>April 3</b>
<b>Easter Holiday</b>	<b>April 18</b>
<b>Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #9</b>	<b>May 8</b>
<b>High School Graduation</b>	<b>May 16</b>
<b>Memorial Day Holiday</b>	<b>May 26</b>
<b>Last Day of School</b>	<b>May 28</b>
<b>4<sup>th</sup> Quarter (50 days)/2<sup>nd</sup> Semester Ends (93 days)</b>	<b>May 28</b>

**Total Student Days – 178**

**Total Teacher Days – 190**

**STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

**Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

<b>Legal Comments</b>
<b>Concerns and Additional Questions</b>

**STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

**Evaluation Criteria:**

A response that meets the standard will present:

- A plan to involve parents and guardians of students to be enrolled in the school, as well as the broader community, in the process of carrying out the terms of the charter, and
- A description of how parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		<b>X</b>

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

**ADDITIONAL COMMENTS:**

**Provide the proposed daily schedule for students.**

**Please see attached schedule**

## **FINANCIAL/BUDGET COMMENTS:**

**Partially meets standards**

**Strengths: Application contains a copy of the proposed certified and classified salary schedule.**

**Concerns and Additional Questions:**

**Applicant should clarify the calculation for NSL revenue. Provision II school should be at \$1,033 per eligible student = \$823,301. Revenue understated \$153,410. Pg. 38**  
**NSLA Revenue restated to correct amount. Please see updated budget.**

**Applicant should clarify budgeted amount for private donations and Federal grant revenue. Pgs. 38 & 42**

**Private donations are from Kinder Morgan, a local business, and come in annually. Federal grant revenue has been clarified on attached updated budget.**

**The applicant should clarify how budgeted amount arrived at for regular teacher salaries. Pgs. 38 & 42**

**The regular teacher salaries amount is derived from current BHS teachers (both regular and special education teachers), as well as instructional facilitators and interventionists.**

**Applicant should clarify equipment amount budgeted under Regular Classroom instruction. Pgs. 38 & 42**

**The equipment amount budgeted under regular classroom instruction is for the purchase of laptops for student and teacher use in the 1:1 technology program.**

**Applicant should clarify number of positions budgeted under Special Education as well as the fringe benefit rate used. The rate is very low compared to other budgeted benefit rates. Pg. 39**

**There are seven positions listed under Special Education. These salaries/benefits are for paraprofessionals. The paraprofessional job description and qualification has been added to the staffing plan. Special Education teachers are included in the budget under Regular Classroom Instruction. The fringe benefit rate has been corrected.**

**Applicant should clarify 4 positions budgeted for Guidance services. The staffing plan references three positions. Pg. 39**

**The budget has been corrected to reflect the three positions listed in the staffing plan.**

**Applicant should clarify 1.5 positions budgeted for Health Services. The staffing plan references one position. Pg. 39**

**The campus of Blytheville High School has 1.0FTE nurse servicing the campus. The alternative school campus has 0.5FTE nurse servicing that campus.**

**Applicant should clarify how salary and fringe benefit amounts were budgeted for Fiscal services, Maintenance and Operation, Pupil Transportation, and Data Processing since these were not listed in the staffing plan. The applicant should also clarify amount budgeted for purchase services under Maintenance and Operation.**

**Please see updated staffing plan for inclusion of these position descriptions. The salary and fringe benefit amounts were budgeted based on the personnel currently filling those positions. Under Maintenance and Operation, purchased services budgeted are for custodial fees (\$262,721.00) and utilities (\$183,679.00). Please see updated budget to reflect this detailed information. Pupil Transportation has been removed from the budget as this is a district-covered expense.**

**The applicant should clarify fringe benefit calculations budgeted for pupil transportation and food service. These rates are inconsistent with other budgeted fringe benefit rates.**

**Pupil Transportation has been removed from the budget as it is an expense the district carries. Food service fringe benefit rates are higher than other budgeted rates due to the current insurance coverage of current workers.**

**The applicant does not include budgeted amounts for utilities, property or content insurance.**

**Utilities are budgeted under Maintenance and Operation**

**Applicant does not budget \$189,000 for renovations referenced in application. Please clarify.**

**The renovations have been included in the updated budget under maintenance and operations.**